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ABSTRACT

A study compared state policies concerning vocational education. Particular emphasis was placed on the states' use of federal allocations, allocations between secondary and postsecondary education, ability to receive grants and spend the full allocation, additional sources of state financial aid, and quality control mechanisms. It was discovered that competition was the method used most often to distribute federal funds in those categories of the Carl D. Perkins Vocational Education Act where states were given discretion over funding allocation methods. The funds allocated to postsecondary education varied by state and by category. Within each Perkins Act category, at least one state allocated no funds to postsecondary education whereas another state allocated all funds to postsecondary education. Half the states split funds for disadvantaged persons into separate pools for secondary and postsecondary education before applying the intrastate formula specified in the act. The state programs were characterized by strong regional differences, with the central and western regions showing strong similarities. (Appendixes include information on the survey methodology and data reliability, state-by-state tables, and a copy of the survey instrument.) (MN)

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NATIONAL CENTER FOR EDUCATION STATISTICS

Survey Report November 1988

State Policies Concerning Vocational Education

Highlights

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This report presents the findings from a January 1988 survey on State policies concerning vocational education, and is designed for Federal and State officials and others requiring technical information on State policies. The survey also is part of a larger congressionally mandated study, and will be discussed in that context in reports from the National Assessment of Vocational Education (NAVE). NAVE commissioned this study and its staff members participated in the design and analysis of the survey.

All questions referred to State policies in program year (PY) 1986-87. Many of the questions were based on categories contained in the Carl D. Perkins Vocational Education Act, Public Law 98-524 (referred to as Perkins categories in this report). The Act directs that funds in the basic State grant programs be distributed in the following proportions:

Part A Handicapped individuals (10 percent),
Disadvantaged individuals (22 percent),
Adults in need of training or retraining (12 percent),
Single parents or homemakers (8.5 percent),
Participants in programs to eliminate sex bias and stereotyping (3.5 percent),
Criminal offenders in correctional institutions (1 percent),

Part B And 25 categories of program improvement, innovation, and expansion (43 percent).*

Among the key findings are:

- In those Perkins categories where States were given discretion over funding allocation methods, competition was used most often. In general, the States using competition also distributed the most funds.

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*States may subtract up to 7 percent of the funds for State administrative costs. The proportions here sum to 100 percent, and apply to the amount remaining after that subtraction is made.

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- The funds allocated to postsecondary education varied by State and by category. Within each Perkins category, at least one State allocated no funds to postsecondary education while another State allocated all funds. The mean percentage per State allocated to postsecondary education ranged from 23 percent for *Handicapped* to 72 percent for *Adults*.

- Half the States first split funds for *Disadvantaged* into separate pools for secondary and postsecondary education before applying the intrastate formula specified in the Perkins Act. These States allocated a greater percentage of *Disadvantaged* funds to postsecondary education than States that did not make a prior division. The difference in funding for postsecondary education diminished when all Perkins categories were combined.

- State programs were characterized by strong regional differences, with the Central region and the West showing strong similarities, but different from the Northeast and Southeast.

- Almost all States (86 percent) examined course content as a method of quality control of local vocational education programs, and most set minimum hours of instruction and minimum sequences of courses. Few States changed their policies between 1982-83 and 1986-87.

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Introduction

In vocational education, students are offered a wide variety of programs. In some programs, training is offered toward specific occupations (such as automotive mechanics and carpentry), while in others, the training involves more general labor market skills (e.g., typing and business mathematics) or skills not directly targeted for the paid labor market (consumer and home economics). With such a broad range of course offerings, nearly all secondary students (97 percent) take at least one course in vocational education.[1]

Federal policy allows States considerable discretion in administering Federal vocational education funds, while setting some controls on the types of students and areas served and on the quality of the programs offered. The Carl D. Perkins Vocational Education Act (Public Law 98-524) established basic State grant programs as the primary Federal method for funding vocational education.[2] States may subtract up to 7 percent of the funds for State-level administrative costs, and the remainder is split in the following manner: Title II, Part A, allocates 57 percent among six specific target groups, and Title II, Part B, allocates 43 percent to 25 categories of program improvement, innovation, and expansion. Not counting the funds subtracted for administrative costs, the funds are distributed in the following proportions:

- Handicapped individuals (10 percent),
- Disadvantaged individuals (22 percent),
- Adults in need of training or retraining (12 percent),
- Single parents or homemakers (8.5 percent),
- Participants in programs to eliminate sex bias and stereotyping (3.5 percent),
- Criminal offenders in correctional institutions (1 percent),
- And 25 categories of program improvement, innovation, and expansion (43 percent).

For two of these Perkins categories (*Handicapped* and *Disadvantaged*), the Perkins Act also specifies an intrastate formula to be used by the States in allocating Federal funds. For the remaining categories, allocation methods are left to the States' discretion. Even for the categories of *Handicapped* and *Disadvantaged*, however, considerable discretion is left to the States. For example, States are not told how to allocate funds between secondary and postsecondary education.

The Perkins Act also mandates that the U.S. Department of Education conduct a national assessment of vocational education to describe and evaluate vocational education. In response, the Department of Education created the National Assessment of Vocational Education (NAVE) to

conduct independent studies and analysis, with a final report to be submitted to Congress in January 1989. As one component of that larger study, NAVE requested this survey on the State administration of vocational education, which focuses on States' methods of allocating Federal funds, on State funding of vocational education, and on State standards to establish quality control within vocational education. This survey was performed in January 1988 under contract by Westat, Inc., for the National Center for Education Statistics (NCES), U.S. Department of Education, through its Fast Response Survey System (FRSS).[3]

Special efforts were made in this survey to accommodate the diversity of definitions and approaches used among the States. Questions were phrased in order to maximize States' ability to answer consistently, and considerable followup telephone interviewing was used to verify and further understand State responses. Extra footnotes have been included to help explain the degree of variation found in some responses.

In this report, survey findings are presented as national totals and by the following cross-classification factors.

> **Region**: Northeast (12 States), Central (12 States), Southeast (12 States), West (15 States).

There were marked differences among regions in how States assigned authority to administer Federal funds. The most common method, and the only method used in the Northeast and Southeast, was to assign authority to the State education board. Separate vocational education boards were found only in the Central and West regions, and State boards other than State boards of education and separate vocational education boards were found only in the West. This designation of authority was considered important because it affects the degree to which postsecondary education is involved in the allocation of Federal funds. A measure of the type of board designated was considered as an additional cross-classification factor, but the same relationships found for this measure were also found (more strongly) for region.

> **Number of units added to high school graduation requirements since 1980**: 1 or less (11 States), 2-3 (17 States), more than 3 (13 States), not classifiable (10 States).

As a proxy measure of the recent reform efforts aimed at strengthening high school graduation requirements, this survey used the number of units that States have added to their graduation requirements from 1980-87.[4] Reforms might be hypothesized to have two different, and somewhat contradictory, effects. To the extent that States are strengthening requirements overall, they might also strengthen requirements specifically for vocational education. On the other hand, increased requirements for core academic courses may make it more difficult for students to also take

vocational education courses. Thus, administrators may try to compensate by lowering vocational education requirements, either for individual courses or for required sequences of courses.

> **Total units required for high school graduation**: less than 20 (16 States), 20 (14 States), more than 20 (19 States), no State standard (2 States; dropped from analysis).

Since some States had high graduation requirements in 1980 and others had relatively low requirements in 1987 even after recent increases, an additional measure was the total units required for high school graduation in 1987.[5] This provides a separate measure of States' tendency to set tougher graduation requirements, and also helps to identify those States where high graduation requirements may interfere with students' ability to take vocational education.

> **Secondary enrollment**: less than 100,000 (16 States), 100,000-249,999 (19 States), 250,000 or more (16 States).

States' secondary enrollment was used as an indirect measure of the size of vocational education programs, since reliable vocational education enrollments are not available for all States. State size may affect States' resources for vocational education.

> **Per pupil expenditures**: less than $3,000 (16 States), $3,000-3,999 (24 States), $4,000 or more (11 States).

State per pupil expenditures in public elementary and secondary schools also provide a measure of States' resources for vocational education, but with the resources measured on a per pupil basis rather than as a total for the State. Per pupil resources may be high if a State has relatively high resources (e.g., a high per capita income, or a high tax rate), or if a State devotes proportionally more of its budget to education than most other States.

An additional measure often used in the analysis was the State-by-State Federal fiscal year (FY) 1987 appropriations for basic State grants for vocational education. In combination with the federally specified percentage allocations for each Perkins category, this measure allowed an estimation of the total Federal dollars affected by variations in State policies. The use of this measure is discussed in more detail in the general text.

To maintain consistency, all questions on the questionnaire referred to the time period 1986-87. (One question to measure changes covered the period 1982-83 to 1986-87.) However, the Perkins Act allows States to spend Federal funds for any single Federal fiscal year over a 27-month period; to avoid the complications resulting from such an extended period and from the overlap of 1 year with another, States were asked to base their answers on their own program year (PY) 1986-87.

When examining subgroups of States, small differences in percentages should not be considered substantively important. For example, with only 12 States in the Northeast, a shift by one State would result in a change of 8 percent. In this report, differences are discussed in the text only when relatively large. In a further effort to avoid trivial comparisons, the report generally emphasizes results that were consistent across all Perkins categories rather than focusing on individual comparisons.

Survey Findings

Use of Federal Allocations

Until 1985, Federal regulations prescribed that each State develop a formula for the allocation of funds within the basic grant for vocational education. In 1985, the Perkins Act specified an intrastate formula for the categories of the *Handicapped* and *Disadvantaged* (together composing one-third of the basic grant funds), while States were allowed discretion on the other five categories. In this survey, States were asked which of three methods (formula, competition, or other discretionary means) they used for program year (PY) 1986-87 to allocate funds for each of the five categories other than *Handicapped* and *Disadvantaged*. If they used a mixture of methods within any one Perkins category, they were asked to list all of the methods in order, based on the amount of funds allocated through each mechanism.

The Use of Multiple Allocation Methods Within Perkins Categories

States responded to the Perkins Act by adopting a variety of funding mechanisms for allocating funds. The most typical arrangement was for States to use only one allocation method per Perkins category but in some cases, individual States used a mixture of allocation methods even for allocating funds within a single Perkins category. *Program improvement* was the area where multiple allocation methods were most likely--51 percent of States used more than one method for allocating funds for *Program improvement* at the secondary level (table 1), amounting to a mean of 1.7 methods used per State (means not shown in tables). In contrast, *Corrections* was the least likely to get multiple allocation methods, with 10 percent of States using multiple methods for postsecondary *Corrections*.[6]

The number of methods used also depended on several State characteristics. Regional differences were fairly strong among States, with the West and Central regions more likely to use only a single method. And States with large increases in high school graduation requirements were more likely to use only a single allocation method.

Because most States used only a single allocation method within any individual Perkins category, this analysis will generally focus on those methods States identified as their primary allocation method (based on the number of dollars allocated) within each Perkins category.

The Use of Multiple Allocation Methods Across Perkins Categories

While most States used a single allocation method within individual Perkins categories, they tended to use different methods for different Perkins categories. A majority (55 percent) used more than one method across Perkins categories for secondary vocational education, and 68 percent used multiple methods for postsecondary vocational education (figure 1).[7]

Several patterns were evident among the States. Regional differences were strong at the postsecondary level, with States in the West and the Central region more likely to use the same primary allocation method across all Perkins categories. Other patterns also occurred. Large and medium-sized States (based on secondary enrollment) were more likely to use multiple methods across Perkins categories than small States (67-68 percent vs. 27 percent at the secondary level, and 87-89 percent vs. 25 percent at the postsecondary level). At the postsecondary level, States with high funding per student were less likely to use multiple methods than those with lower funding levels (45 percent vs. 69-78 percent).

The Most Frequently Used Allocation Method

Competition clearly stood out as being the most frequently used method for allocating funds--for every Perkins category at the secondary level, and for every Perkins category except *Adults* at the postsecondary level (tables 2-6). For the categories of *Single parents/homemakers* and *Sex equity/sex bias*, competition was listed as the primary allocation method by at least two-thirds of the States. Among the remaining Perkins categories, it was generally the primary allocation method of about half the States.

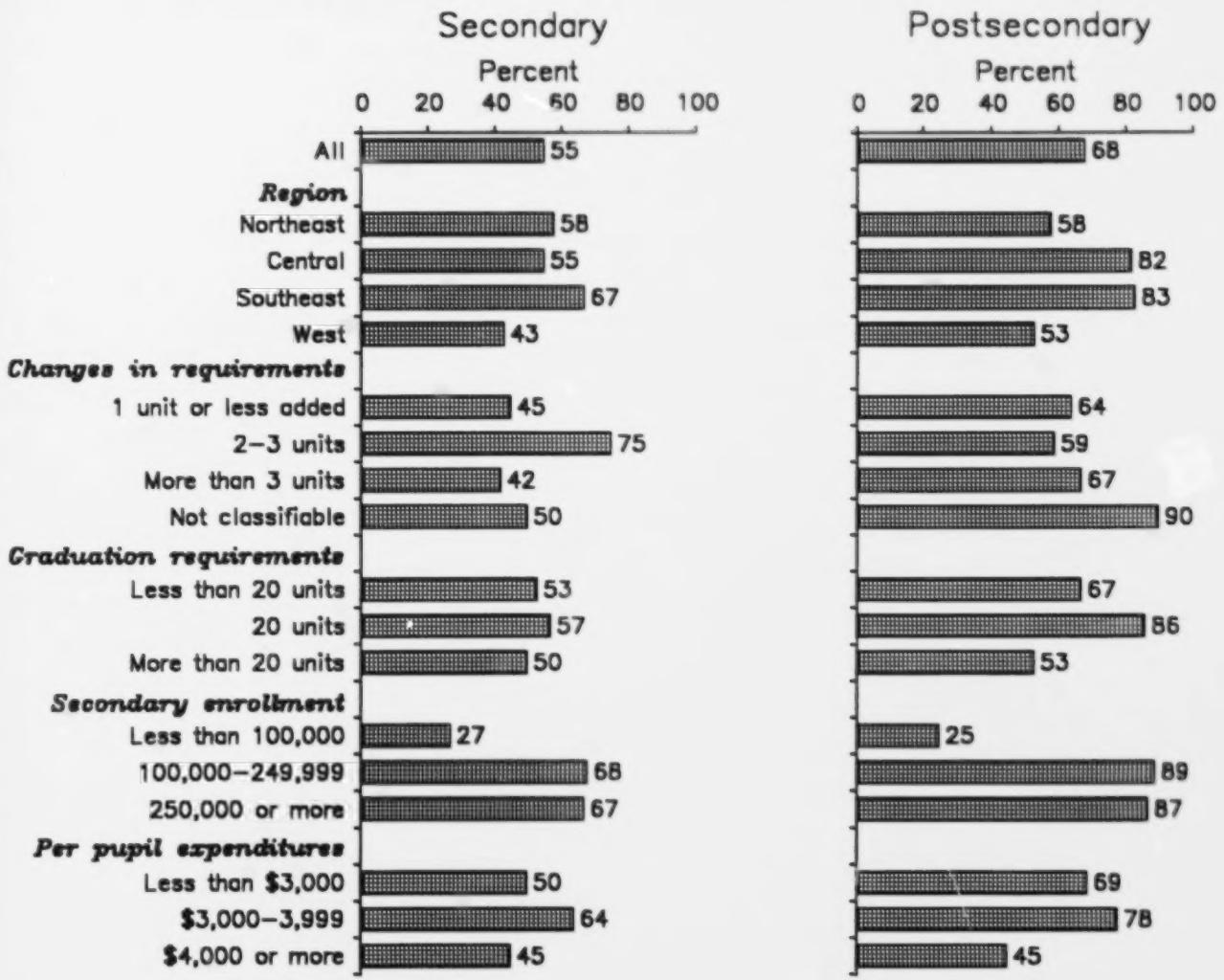
At the secondary level, competition tended to be used most by States in the West and used least by those in the Southeast, though there were exceptions in some Perkins categories. Competition was used less often as the primary method in large States than in small States. Large States, however, were somewhat more likely to use multiple allocation methods within each category, and thus they may still have used competition to allocate a large portion of their funds. Finally, at the secondary level, competition was used more often by States that had increased their graduation requirements by more than 3 units than by the remaining States.

Dollars Allocated Through the Three Allocation Methods

While competition was used by the most States, it was not necessarily the method used for distributing the most funds. As noted, the large States were less likely than other States to use competition as their primary method; competition still remained generally the most common allocation mechanism, but large States showed an increased tendency to use formulas. Since Federal appropriations are based largely on State population (and per capita income), the large States also allocate a substantial amount of Federal funds. This suggests that the relative importance of formulas versus competition and other discretionary means was different when measured by the amount of funds allocated.

This survey did not directly ascertain the amount of money allocated by each State, or by each allocation method. However, the amounts of the 1987 Federal allocations for each State are known from the Federal budget.

Figure 1.--Percentage of States that use more than one allocation method across all Perkins categories, by State characteristics



NOTE: States were asked to list which of three methods were used to allocate funds: formula, competition, or other discretionary means besides competition.

By assuming that States deducted the maximum of 7 percent for State administrative purposes, the amount of State funds for each Perkins category can be estimated. (The estimates are not exact because States are allowed 27 months to distribute funds for any given Federal fiscal year; a State's program year will thus include some funds that were "rolled over" from previous years and exclude some funds to be used in later years.) Further, the questionnaire asked States to indicate the percentage allocated to postsecondary education within each Perkins category, and the remainder can be assumed to have been spent on secondary education. (Some States did distribute funds through an "other" category--generally for *Corrections*--but this should not seriously affect the reliability of the estimates.) Thus, reliable estimates of State allocations can be obtained for each Perkins category and broken down by secondary/postsecondary level. Estimating the amount of funds distributed through each allocation method is more difficult. However, since States tended to use only one allocation method per Perkins category, the assumption that all funds were allocated through the primary allocation method can be used to provide a rough estimate.

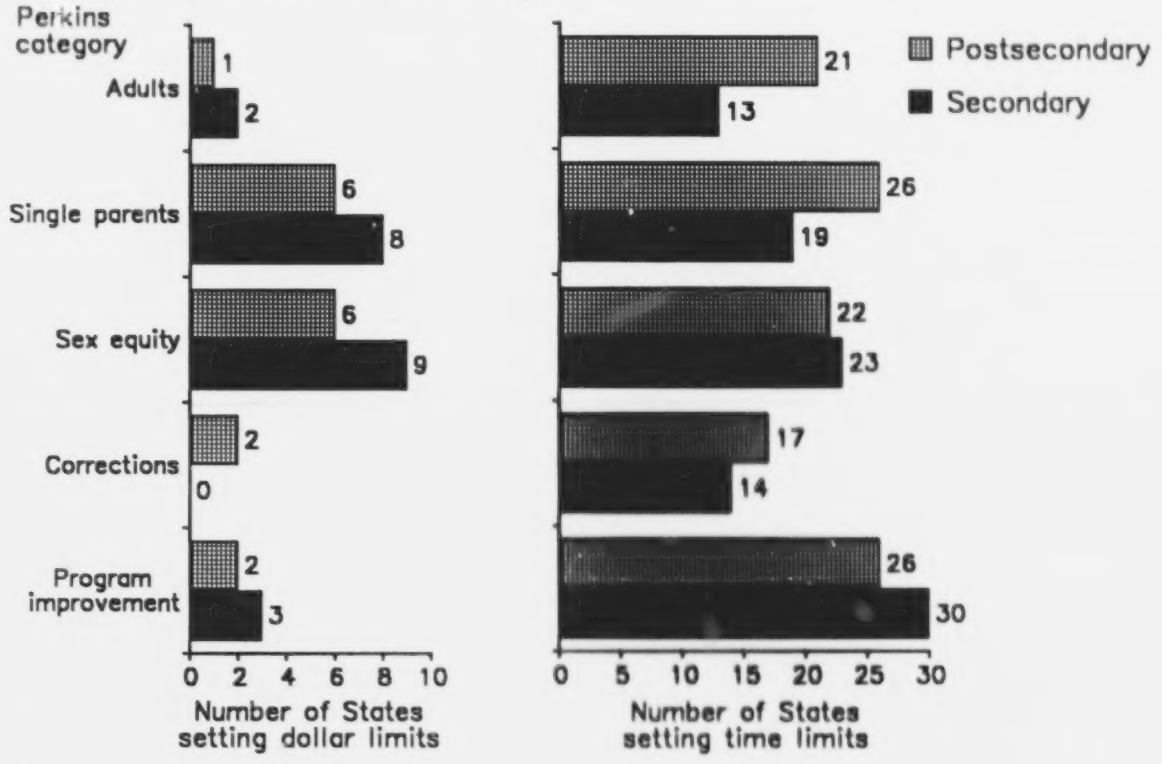
By this measure, it appears that the percentage of funds distributed by formula considerably exceeded the percentage of States using formulas, making formulas the primary allocation method used in some categories (based on total dollars). In the cases of *Program improvement* at the secondary level and *Adults* at the postsecondary level, most funds were distributed by States whose primary allocation method was by formula (55 percent and 74 percent). In only one case (*Corrections* at the secondary level) was the proportion of funds distributed by States using formulas (2 percent) lower than the proportion of States (10 percent); most funds for *Corrections* at the secondary level were distributed by other discretionary means.

Across all five of these Perkins categories where States have discretion over the allocation method, an estimated 50 percent of funds were distributed primarily by formulas, while 38 percent were distributed primarily by competition, and 13 percent by other discretionary means (not shown in tables). If *Handicapped* and *Disadvantaged* are included (which are required to be distributed by formula, and which constitute 32 percent of the funds distributed), then about 66 percent were primarily distributed by formulas, 25 percent by competition, and 9 percent by other discretionary means.

State Controls on the Allocation of Federal Funds

States have other methods of providing controls on the use of Federal funds besides the approval or disapproval of funds. To provide a partial measure of these methods, States were asked whether they used two particular control options: specifying maximum dollar amounts or a maximum number of years for any one continuing project. Some States had difficulties in answering these questions. For example, one State set dollar maximums, but set maximums for subcategories rather than for an entire Perkins category. The same State also set maximums for individual programs within *Program improvement*, yet no overall maximum existed because recipients could have any number of programs. Despite these difficulties in measurement, it was clear that dollar maximums were not widely used as a formal limit on award amounts--only 12 States made any use of them as defined by the questionnaire (not shown in tables). The setting of a maximum number of years was more common (33 States), and may be somewhat understated, since there are Federal requirements on a maximum number of years for some areas in *Program improvement*.[8] Generally, the number of States with maximums was much smaller within any particular Perkins category, ranging from 0 to 9 States setting maximum dollar amounts, and from 13 to 30 States setting a maximum number of years (figure 2).

Figure 2.--Number of States setting maximums on dollar amount of award or on number of years for any one continuing project



Definitions used in data collection were fairly specific, and many States still had controls available in these areas even if they did not have prespecified limits of the type mentioned in the questionnaire. For example, some States commented that they used their own review processes to lower the award amounts from those requested, or that they provided potential recipients with information about the funding available. Also, several States commented that the use of a formula to allocate funds in effect also provides a dollar maximum. However, for this survey States were only counted as having dollar maximums if they used formal mechanisms to override the award amounts that might normally occur through formulas or other allocation methods. An example is some States' use of maximums to achieve a greater geographical distribution of the funds, and prevent the funds from going to just a few metropolitan areas. The two specific methods of control discussed in the questionnaire were not meant to be an exhaustive list of the formal and informal controls available to the States.

Allocations Between Secondary and Postsecondary Education

The Concentration of Funds at a Single Level

States were asked what percentage of funds were allocated to postsecondary education within each of the seven Perkins categories.[9] Usually funds were split between both the secondary and postsecondary levels, but in every Perkins category there was at least one State that allocated no funds at the postsecondary level and at least one State that allocated all of its funds at the postsecondary level.[10] This concentration of funds was most pronounced for *Corrections*, where only 45 percent divided funds between at least two levels (table 7). Of the remaining 55 percent, 35 percent distributed funds only at the postsecondary level, and 20 percent distributed funds either at the secondary level or in a third category that was neither secondary nor postsecondary (not shown in tables). On the other hand, for three Perkins categories, 90 percent or more of the States showed funding at both the secondary and postsecondary levels (*Disadvantaged*, *Sex equity/sex bias*, and *Program improvement*).

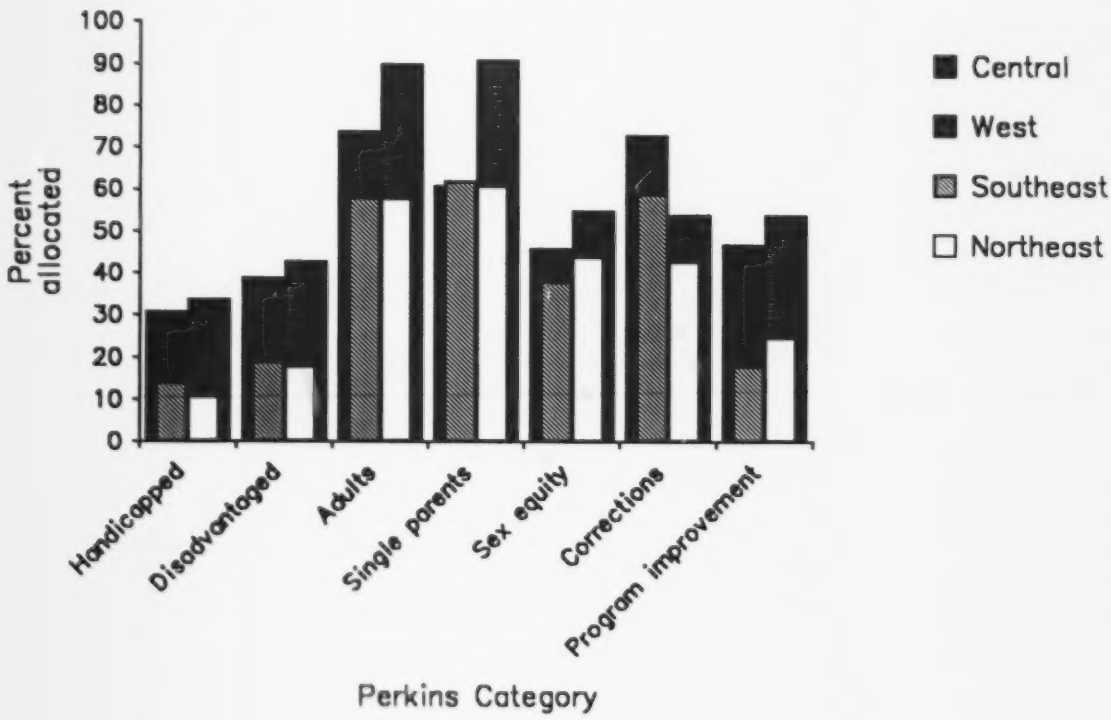
There were some regional differences in the tendency to split funds between levels, though they were less strong than the regional differences for other items: the Central region was either the most likely or among the most likely to split funds in every Perkins category. Also, large States were roughly at or above the overall average tendency to split funds in every category, while small States were at or below the overall average in every category.

Mean Allocation to Postsecondary Education

More information about the allocation of funds to postsecondary education can be obtained by examining the mean allocations among the States for each Perkins category. For three categories, States typically spent most of the funds at the postsecondary level: *Adults* and *Single parents/homemakers* received the highest postsecondary allocations (with mean allocations of 72 and 70 percent), while for *Corrections* the mean was 57 percent (table 8). *Sex equity/sex bias* was almost evenly split between the secondary and postsecondary levels (with a mean allocation of 46 percent to the postsecondary level). For the remaining categories, funds were typically spent at the secondary level. The mean postsecondary allocation for *Program improvement* was 37 percent, the mean for *Disadvantaged* was 30 percent, and the mean for *Handicapped* was 23 percent.

Strong regional differences appeared in the allocation to postsecondary education. States in the Northeast and Southeast were quite similar in their allocations to postsecondary education, while, except for *Single parents/homemakers* and *Corrections*, States in the Central region and the West were generally similar to each other but higher than the Northeast and Southeast (figure 3). Further, the four Perkins categories in which these relationships are the strongest (*Handicapped*, *Disadvantaged*, *Adults*,

Figure 3.--Percentage allocated to postsecondary education within each Perkins category, by region



and *Program improvement*) make up 87 percent of Federal funds. These results repeat the finding that States in the Central region and the West often appear qualitatively different in their approach to vocational education than those in the Northeast and Southeast.

It is possible to calculate the percentage allocated to postsecondary education across all Perkins categories by multiplying the postsecondary allocations within each category by the percentages specified in the Perkins Act. By this measure, the postsecondary allocation ranged from 8 percent in Mississippi to 100 percent in New Mexico (table B-1), with a mean allocation across States of 42 percent (not shown in tables). Regional variations still were strong when using this overall measure. States in the West and the Central region showed higher mean allocations to post-secondary vocational education (57 percent and 50 percent) than those in the Northeast and Southeast (30 percent and 28 percent).

The mean allocation among the States is not the only measure of postsecondary allocations. An alternative is to sum the dollar allocations across the States, and then calculate percentage distributions based on those totals. This measure is especially valuable if large States allocated funds in a different manner than small States, since 64 percent of the Federal appropriations were received by the large States (not shown in tables). Generally, however, almost the same results were produced when this alternative method was used (table 8). The exceptions were for *Adults* and *Single parents/homemakers*--63 percent of all Federal funds for *Adults* and 62 percent of all Federal funds for *Single parents/homemakers* were allocated to postsecondary education, as compared with means per State of 72 percent and 70 percent. For these categories, there was a strong relationship between State size and the allocations to postsecondary education: the mean allocation by large States was 57-60 percent, while the mean allocations by medium-sized and small States ranged from 73 to 80 percent.

The Structure for Making Secondary and Postsecondary Allocations

As noted earlier, the distribution of funds between secondary and postsecondary vocational education is a major issue. Federal policy has been to allow a great amount of State discretion, and has not specifically addressed postsecondary education. In the Perkins Act, no specific requirement was stated for postsecondary education, though some categories (*Adults*, *Single parents/homemakers*, and *Corrections*) tend to be associated with postsecondary education. In the absence of explicit Federal directions, States allocated a substantial portion of Federal funds for postsecondary education, and the mean allocation per State was 23 percent or higher in every Perkins category. There was substantial variation both among the States (for each Perkins category, at least one State allocated all funds at the postsecondary level while another State allocated no funds at that level) and among the Perkins categories.

Depending on the State and the Perkins category, the allocation between the secondary and postsecondary levels may be either a conscious choice or a by-product of other funding decisions. In some cases, States' lack of

knowledge about the amount of funds allocated to postsecondary education indicates that no specific percentage target was set (or enforced).[11] For example, some States indicated in telephone interviews that they did not know the amount of funding going to postsecondary education, and that they performed separate calculations to provide those figures on the questionnaire. And in some States, data were not available to perform these calculations. Yet one State indicated that it provided exactly the same percentage to postsecondary education for each Perkins category (based on the relative secondary and postsecondary enrollments), and still other States indicated that they made decisions for each category individually.

To help quantify States' decisionmaking mechanisms in this area, States were asked whether they determined the share of PY 1986-87 Federal funds going to secondary and postsecondary education before allocating the funds. States were told to answer only for *Disadvantaged*, and different answers may apply to the other Perkins categories. In fact, *Disadvantaged* and *Handicapped* are the only categories for which States are required to use a federally prescribed formula in allocating funds, and thus may be likely to involve different decisionmaking mechanisms.

For *Disadvantaged*, 54 percent of the States established the relative proportion going to each sector before actually allocating the funds through the intrastate formula (table 9). Large and medium-sized States (56 percent and 68 percent) were more likely to make such divisions than small States (33 percent). Regional differences also appeared that were consistent with, but smaller than, the patterns often noted in this report--the Central region and the West had somewhat larger allocations to postsecondary education (58 percent and 57 percent) than the Northeast and Southeast (50 percent for each). Because the large States were more likely to first divide the funds between the secondary and postsecondary sectors, the amount of funds so allocated was substantial. Overall, 60 percent of the funds for the *Disadvantaged* were apportioned in this way.

This decision mechanism may have implications for the amounts allocated to postsecondary education. One indication is that, for *Disadvantaged*, States making a prior division of funds gave a higher percentage to postsecondary education than the remaining States (33 percent, compared with 24 percent; table 9). Yet there are also indications that the mechanism used for *Disadvantaged* may have been related to the postsecondary funding for other Perkins categories. Interview data indicate that some States consciously adjusted other categories (especially *Program improvement*) to compensate for the level of postsecondary funding going to *Handicapped* and *Disadvantaged*. (As noted, *Handicapped* and *Disadvantaged* are least subject to a State's discretion, since the Perkins Act specifies an intrastate formula for these categories. Also, some States commented that the definitions of *Handicapped* and *Disadvantaged* are more difficult to apply at the postsecondary level.)

Thus, while postsecondary education received more funds for the *Disadvantaged* in States that made prior divisions of the funds, it received less in some other Perkins categories. States that made a prior division of

the funds tended to give proportionally more funds in the categories of *Disadvantaged*, *Handicapped*, *Adults*, and *Single parents/homemakers*, but less funds in *Corrections* and *Program improvement* (which alone accounts for 43 percent of the funds; table 10). Overall, 40 percent of Federal funds went to postsecondary education in those States that made a prior division, compared with 36 percent in the remaining States. In sum, the total amount going to postsecondary education was not dramatically changed by making a prior division, but the distribution of funds among the Perkins categories was different.

Ability to Receive Grants and Spend the Full Allocation

For the categories of *Handicapped* and *Disadvantaged*, States were asked to provide the number of eligible recipients for a PY 1986-87 allocation (for the secondary and postsecondary levels combined), the number receiving grants, the number unable to spend the full allocation, and the percentage of the total allocation unspent.[12] These numbers were also used to calculate the percentage of eligible recipients receiving grants, and the percentage receiving grants that were unable to spend the full allocation.

A mean of 68-70 percent of eligible recipients (districts/institutions) received Federal funds from the States for the categories of *Handicapped* and *Disadvantaged* (table 11). However, some States emphasized that they gave funds to all eligible recipients that applied; these States said that many eligible recipients did not apply because they were eligible for only small amounts of funds.

States in the Southeast awarded funds to almost all eligible recipients (a mean of 92 percent), while, in the remaining regions, States awarded funds to a mean of 57-68 percent. States with large increases in the number of units required for graduation awarded funds to roughly half of their districts, while the remaining States allocated funds to roughly three-fourths of the districts. And small States awarded funds to a smaller percentage (54-57 percent) than medium-sized or large States (79 percent and 68-70 percent).

Of those districts/institutions receiving funds, roughly one-third (per State) were unable to spend their full allocation.[13] For *Handicapped*, States with little change in the number of units required for high school graduation showed a lower proportion of recipients unable to spend their full allocation (23 percent, compared with 43-44 percent in States with greater changes in their requirements), and States with low expenditures per pupil had a higher proportion (46 percent, compared with 28 percent for the other two categories). These relationships were weaker and less consistent for the category of *Disadvantaged*.

While 34-36 percent of the recipients were unable to spend their full allocation, the total dollar value left unspent was much smaller.[14] Overall, States reported that a mean of 13 percent of their allocation was unspent for the *Handicapped*, and a mean of 17 percent for the *Disadvantaged*. There was little variation among the States in their ability to spend their allocations. Measures of the percentage left unspent were not entirely

reliable, however, since some States did not keep records on this, and since States have a period of 27 months over which unspent money may be reallocated. Conversations with State representatives indicated that some gave data as of the end of PY 1986-87, while others projected to the end of the 27 months. Thus, data provided here should be considered only as rough estimates.

Additional State Financial Aid

Besides allocating Federal funds for vocational education, States also offer State aid. It is typical for States to offer additional State aid for vocational education beyond that provided for comparable students not in vocational education, with 90 percent providing such aid (table 12).[15] Further, that additional aid was often given in more than one manner. Among the States giving additional aid, 80 percent gave earmarked funds, 38 percent gave funds on a per student basis (through the general State aid formula or other reimbursement), and 38 percent gave funds explicitly designed to satisfy match provisions of the Perkins Act.

Additional State aid was given most frequently in the Northeast, where 100 percent of the States gave at least one form of aid. However, with 90 percent of all States giving aid, there were not great differences in the tendency to give aid. There also were not great differences in the provision of earmarked funds, again because the use of earmarked funds was so common.

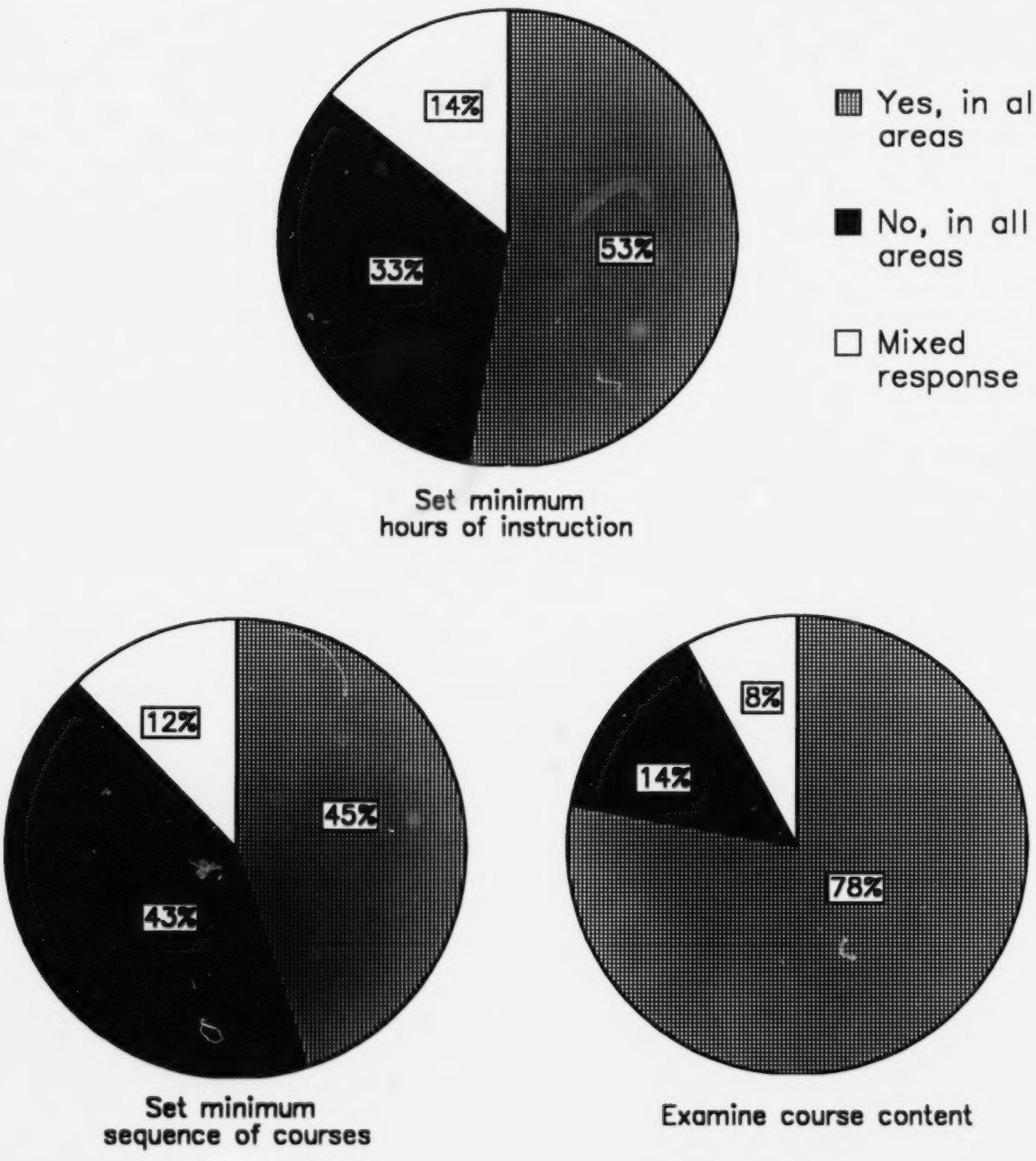
There were some differences among States in the other types of aid given. States in the Northeast and Southeast were among the most likely to offer aid on a per student basis (both at 55 percent), while States in the Central region were the least likely (no States). Per student aid was also more common among the large States than the small States (47 percent, compared with 29 percent), and among States with high graduation requirements than those with low requirements (again, 47 percent, compared with 29 percent). Matching funds were more frequently used in the Southeast (64 percent), and less frequently in the Central region and Northeast (20 percent and 27 percent, respectively).

State Quality Control Mechanisms

States were asked about three administrative quality control mechanisms concerning local secondary job training programs: State reviews of course content, the setting of minimum hours of instruction, and the setting of minimum sequences of courses. For each of these three mechanisms, at least half of the States had controls for some job training areas.[16] The most frequently cited activity was reviewing course content, where 86 percent of the States have reviews in at least one area, while 67 percent set minimum hours and 57 percent set minimum sequences of courses (figure 4).

States also tended to pursue these policies consistently across program areas. In fact, only 8-14 percent of the States gave mixed responses across the six secondary job training areas listed in the questionnaire.

Figure 4.--Percentage of States that maintain policy consistently across six job training program areas



State Requirements on Reviewing Course Content

Reviews of course content were conducted by almost all States and in almost all of the specified job training areas. More precisely, 78 percent of the States reviewed course content in all six areas, while an additional 8 percent reviewed course content in at least some areas (table 13). Reviews were the most common in the Southeast, where all States conducted at least some reviews, and 92 percent of the States reviewed course content in all six job training areas. The region least likely to examine course content was the Central region, but, still, 75 percent of its States reviewed course content in at least some areas.

Because examining course content was so widespread, most differences among States were relatively small and depended on a difference in only one or two States' responses. However, there was a substantial difference based on State per pupil expenditures: States with the smallest per pupil expenditures were the most likely to examine course content (all States reviewed course content in at least some areas), while States with the highest per pupil expenditures were the least likely (27 percent did not review course content in any of the areas).

State Requirements on Minimum Hours of Instruction

The next most frequent State control mechanism was the setting of a minimum number of hours of instruction--67 percent of the States set minimum hours for at least some areas. Minimum hours were least used in the Central region, where 42 percent of the States set at least some minimums, and most used in the Southeast and Northeast, where 75-92 percent set minimums.

Among States having the greatest *increases* in graduation requirements, 85 percent set minimum hours, while relatively fewer States (59-64 percent) set minimums among the States with smaller increases. Yet this does not mean that States with high graduation requirements tended to set minimum hours; in fact, 53 percent set no minimums. High graduation requirements are thus very different from large increases in requirements. Some States had high requirements in 1981, so they had little room for increasing requirements since that time, while other States had relatively low requirements even after large increases. The absolute level of graduation requirements is important because it affects the proportion of a student's day filled with required courses (thus affecting a student's flexibility to take vocational education courses). Changes in graduation requirements, in contrast, do not necessarily indicate that students were left with little time for vocational education (depending on the initial level of a State's requirements).

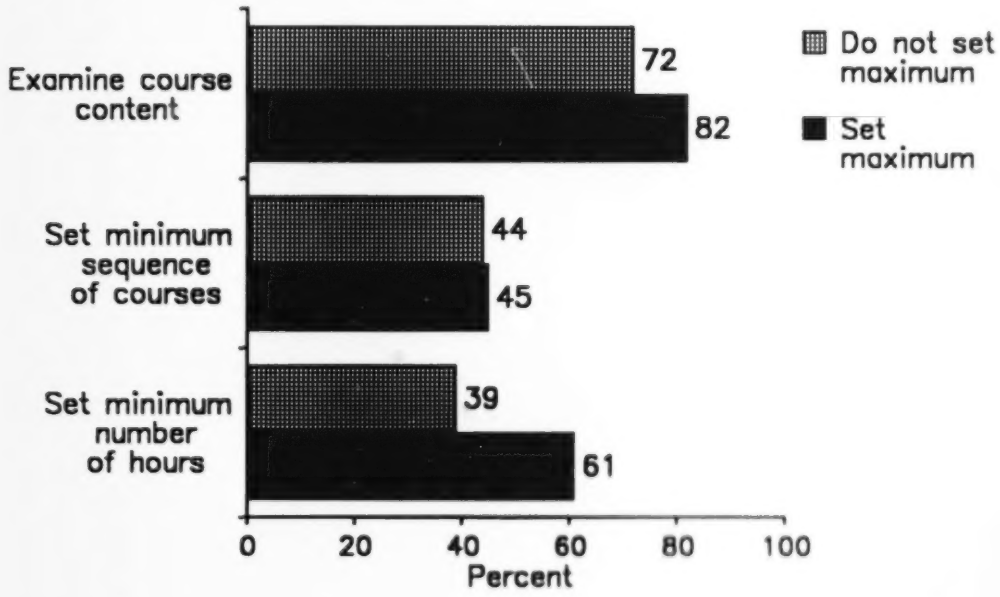
State Requirements on Minimum Sequences of Courses

States were evenly split in setting minimum sequences of courses, with 49-53 percent setting minimum sequences in each of the six areas (not shown in tables). Yet some categories of States were much more likely to set minimum sequences than others. Thus, 67 percent of States in the Southeast set minimums in all six areas, compared with 33 percent in the West and Central regions.

States that recently showed large increases in their graduation requirements were the most likely to set minimum sequences--62 percent set minimum sequences in all six categories, compared with 36 percent in States with small changes in graduation requirements. This relationship was similar to that found for setting minimum hours.

State quality control efforts concerning course content, minimum hours of instruction, and minimum sequences of courses may also be related to other State actions. One type of State activity discussed earlier was the allocation of Federal funds. More specifically, it was noted that 33 States set a maximum number of years when funding projects. These States might be considered as likely to be more active in their supervision of local programs, and thus more active in using these quality control efforts. Figure 5 indicates that these States were more likely to set minimum hours of instruction and to examine course content than other States, and equally as likely to set minimum sequences of courses.

Figure 5.--Percentage of States that control the quality of secondary job training courses, by use of State maximum on years of funding



NOTE: Based on percentage of States using a quality control mechanism in all six of the following job training areas--agriculture, distributive/marketing, business education, trades and industries, health, and occupational home economics.

Changes in State Requirements

For two of the State quality control mechanisms, setting minimum hours of instruction and minimum sequences of courses, States were also asked how their policies had changed over the last 5 years. In general, a low level of change was found. For both mechanisms, about three-fourths of the States reported that their requirements had remained the same (table 14).[17] Among those that had reported a change, increases in requirements were slightly more likely than decreases, but the differences were not large (17 percent vs. 12 percent for minimum hours of instruction, and 15 percent vs. 8 percent for minimum sequences of courses). Because of the small level of change that was found, differences between subgroups of States typically were small and reflected only one or two States. One exception is that States with a large increase in graduation requirements were more likely to have shown an increase in minimum sequences of courses than States with small increases (42 percent, compared with 0 percent).

Footnotes

[1] *First Interim Report from the National Assessment of Vocational Education*, U.S. Department of Education, National Assessment of Vocational Education, January 1988, p. 1-2.

[2] Other areas of Federal funding for vocational education besides the basic State grant programs are community-based programs, consumer and homemaker education, Indian and Hawaiian Natives programs, national programs (research, etc.), bilingual vocational training, and State councils. In this report, "Federal funding" will be used to refer specifically to the basic State grant programs and the Perkins categories for allocating funds.

[3] NCES's Fast Response Survey System is a special service that, upon request, quickly obtains nationally representative, policy-relevant data from small surveys to meet the needs of U.S. Department of Education policy officials. This survey was sent to the 50 States and the District of Columbia, and received a 100 percent response rate.

[4] Other measures of reform efforts are obviously possible, and this measure does have the weakness of not being able to measure reforms if States were already close to the maximum of what schools can offer in 4 years of instruction. However, it is successful in distinguishing a group of States that have been active in increasing their requirements, and some interesting differences among States were related to this measure.

[5] For this measure and the previous one, some States could not be classified because requirements were set at the local level rather than at the State level. Where possible, State recommendations were used if no State standards existed, under the assumption that most localities seek to at least meet, if not exceed, the State recommendations.

[6] *Corrections* is an unusual category in which it is often hard to classify vocational education as secondary or postsecondary, and in which special mechanisms are often used for distributing funds. Also, only 1 percent of Federal funds are allocated for *Corrections*, leaving few funds to distribute to each category if funds are divided between the secondary and postsecondary levels.

[7] For simplicity, these estimates are based on the primary allocation method identified by each State for a Perkins category.

[8] Some States may also have misunderstood the question on the maximum number of years of funding, and stated that there was a 1-year limit if eligible recipients needed to reapply every year.

[9] Technically, "allocations" are different from "expenditures." States may consciously choose to allocate a set proportion of funds for postsecondary education, or they may expend funds by some other decision rule, in some cases not even knowing the proportion of funds going to postsecondary education. For this question, States were told to ignore this difference and calculate proportions based on their actual expenditures if no prior allocations had been made. It should also be noted that, while States were asked to define postsecondary education as education provided beyond grade 12, they sometimes used their own definitions. Thus, there are some inconsistencies between States. For example, some automatically consider adult education to be postsecondary.

[10] This is almost equivalent to saying that in every category there was at least one State that allocated funds only for the secondary level and at least one State that allocated funds only for the postsecondary level. However, we cannot infer that if a State spent no funds at the postsecondary level, it spent all of its funds at the secondary level. Usually this will be true, but a few States distribute funds in a third category that is neither secondary nor postsecondary (typically for *Corrections*).

[11] There are a variety of reasons why States may not know the percentage of Federal funds going to postsecondary education (or, at least, may not have statistics readily available). One is that the survey defined postsecondary education as education provided beyond grade 12, while States often define postsecondary education in terms of the types of institutions receiving funds. Another reason is that States may give grants to State or local administrative units (such as consortia) that are responsible for further distributing funds, and only the administrative units know how the funds are distributed between secondary and postsecondary education. Third, some States decide on grants on a case-by-case basis and do not aggregate those grants in terms of secondary and postsecondary education.

[12]The reported number of eligible recipients receiving grants may be a slight underestimate, because some eligible recipients apply as consortia rather than as single districts or institutions. Where this problem was encountered, States were asked to estimate the number of districts/institutions represented, rather than reporting the number of grants. However, not all States may have followed this procedure.

[13]States were given no guidelines in the questionnaire on how to treat recipients that were able to spend all but a small portion of their allocation, and a few States indicated that these formed the vast bulk of those unable to spend their full allocation. Some States probably did not include these recipients in their report of those unable to spend their full allocation, while other States did.

[14]Allocated funds may be left unspent for at least two reasons. First, some recipients have difficulty in spending the full amount of their allocation; second, some States indicated that funds may be received too late to be included in eligible recipients' planning processes.

[15]The District of Columbia is excluded from this portion of the analysis because it is also a local education agency, and division between State and local funding is not meaningful.

[16]States were asked to respond for the largest major in terms of enrollment within each of six job training areas (agriculture, distributive/marketing, business education, trades and industries, health, and occupational home economics).

[17]To simplify the presentation of results across the six job training areas, table 14 summarizes the net change among States. States listed as showing "No change" include one State that increased both requirements in distributive/marketing, and decreased both requirements in health, and States listed as showing "Some increases" or "Some decreases" are categorized according to whether there were more increases or decreases.

Table 1.--Percentage of States using more than one method in 1986-87 for allocating funds within each Perkins category, by education level and State characteristic: United States, 1988

State characteristic	Perkins category and education level									
	Adults		Single parents		Sex equity		Corrections		Program improvement	
	Secondary	Post-secondary	Secondary	Post-secondary	Secondary	Post-secondary	Secondary	Post-secondary	Secondary	Post-secondary
Total	22	31	30	35	29	27	13	10	51	43
Region										
Northeast	40	45	45	42	42	36	25	13	75	55
Central	0	18	20	30	27	36	0	10	36	27
Southeast	38	33	30	33	25	25	29	18	42	56
West	0	27	22	33	23	14	0	0	50	40
Number of units added to high school graduation requirements since 1980[1]										
1 or less	20	18	30	30	45	40	0	13	36	27
2-3	31	29	36	35	33	24	33	23	56	43
More than 3	0	9	0	17	0	0	0	0	25	18
Not classifiable	29	70	44	60	40	56	0	0	90	90
Total units required for graduation[2]										
Less than 20	18	33	40	36	40	40	9	9	40	33
20	25	29	0	29	15	8	0	0	36	42
More than 20	25	28	38	37	33	32	25	23	67	47
Secondary enrollment										
Less than 100,000	10	6	36	27	40	33	10	8	33	20
100,000-249,999	31	37	19	32	17	16	9	6	47	53
250,000 or more	22	50	38	47	33	36	22	18	73	57
Per pupil expenditures										
Less than $3,000	10	19	18	31	13	13	0	8	44	38
$3,000-3,999	21	35	35	41	41	41	13	11	50	48
$4,000 or more	38	40	33	27	27	20	33	11	64	40

[1]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[2]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: States were asked to list which of three methods were used to allocate funds: formula, competition, or other discretionary means besides competition. This table also includes States that use the same mechanism(s) for both secondary and postsecondary education. Percentages are based on those States that allocated funds in a particular education level and Perkins category.

Table 2.--Number of States allocating Federal funds primarily through formula, competition, or other discretionary means, by education level and Perkins category: United States, 1988

Education level and Perkins category	No funding	Formula	Competition	Other discretionary means	Not applicable*
Secondary					
Adults	16	9	17	6	3
Single parents/homemakers	10	2	34	4	1
Sex equity/sex bias	1	4	40	4	2
Corrections	17	3	16	11	4
Program improvement	1	19	23	7	1
Postsecondary					
Adults	1	22	19	8	1
Single parents/homemakers	1	11	34	4	1
Sex equity/sex bias	2	9	37	2	1
Corrections	10	7	18	15	1
Program improvement	3	14	24	8	2

*Primary funding mechanism cannot be identified.

NOTE: States identified the primary funding mechanism for each Perkins category in terms of the total dollars allocated. This table includes States that use the same mechanism(s) for both secondary and postsecondary education.

Table 3.--Percentage of States allocating secondary vocational education funds in 1986-87 primarily through competition, and percentage of funds allocated by those States, by Perkins category and by State characteristic: United States, 1988

State characteristic	Perkins category -- secondary level (competition as primary[1] method)									
	Adults		Single parents		Sex equity		Corrections		Program improvement	
	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]
Total	53	47*	85	56*	83	59*	53	35*	47	27
Region										
Northeast	50	43*	82	53*	83	60*	50	38*	42	24
Central	43	28	90	84	82	54*	67	62	73	59
Southeast	25	18	80	53	75	60	29	24	25	20
West	100	100	89	25	92	61	67	28	50	12
Number of units added to high school graduation requirements since 1980[3]										
1 or less	60	26	90	86	91	76*	57	33	55	33
2-3	23	18	79	54	73	60	33	22	19	12
More than 3	86	92	100	100	100	100	86	98	67	56
Not classifiable	71	84*	78	26*	70	28*	50	40*	60	32
Total units required for graduation[4]										
Less than 20	64	44	87	48	80	37*	64	34	60	33
20	50	15*	100	100*	100	100*	43	63*	36	15
More than 20	50	60	75	56	72	55	50	31	44	29
Secondary enrollment										
Less than 100,000	80	68	91	98	93	99	70	73	73	68
100,000-249,999	31	8*	100	100*	94	94*	55	72*	37	24
250,000 or more	56	58	62	43	60	41*	33	20	33	24
Per pupil expenditures										
Less than $3,000	40	8	82	65	87	77	44	25	38	17
$3,000-3,999	64	77	90	57	82	48*	60	39	55	35
$4,000 or more	50	42*	78	50*	82	58*	50	36*	45	23

[1]Based on the total dollars allocated.

[2]Percentage of funds distributed by States whose primary method is competition (not the percentage of funds distributed through competition).

[3]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[4]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: Percentages are based on those States that allocated funds at the secondary level in a Perkins category. In addition, the percentage of funds is based on those States that reported the percentage allocated to postsecondary education within a Perkins category. Where the number of States differs for the two percentages, the percentage of funds is marked with an asterisk (*).

Table 4.--Percentage of States allocating postsecondary vocational education funds in 1986-87 primarily through competition, and percentage of funds allocated by those States, by Perkins category and by State characteristic: United States, 1988

State characteristic	Perkins category -- postsecondary level (competition as primary[1] method)									
	Adults		Single parents		Sex equity		Corrections		Program improvement	
	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]
Total	39	19*	69	54*	77	66*	45	34*	52	43
Region										
Northeast	55	33*	58	44*	73	74*	38	35*	64	65
Central	27	7	80	74	73	81*	40	21	55	47
Southeast	25	29	75	72	83	97	45	59	33	32
West	47	17	67	33	79	33	55	19	53	32
Number of units added to high school graduation requirements since 1980[3]										
1 or less	45	11	80	85	90	100*	38	11	55	48
2-3	35	33	65	49	71	59	54	54	50	56
More than 3	45	27	75	64	83	87	60	39	64	55
Not classifiable	30	4*	60	29*	67	40*	22	27*	40	18
Total units required for graduation[4]										
Less than 20	40	9	64	44	60	37*	36	14	53	33
20	36	16*	64	52*	100	100*	36	40*	33	20
More than 20	44	36	79	68	74	70	54	37	65	67
Secondary enrollment										
Less than 100,000	81	83	80	79	87	84	67	71	87	90
100,000-249,999	21	19*	79	75*	89	91*	35	34*	24	22
250,000 or more	14	7	47	38	50	49*	36	29	50	45
Per pupil expenditures										
Less than $3,000	38	29	75	67	94	94	46	47	46	37
$3,000-3,999	30	11	68	49	64	50*	39	24	48	38
$4,000 or more	60	35*	64	47*	80	77*	56	39*	70	67

[1]Based on the total dollars allocated.

[2]Percentage of funds distributed by States whose primary method is competition (not the percentage of funds distributed through competition).

[3]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[4]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: Percentages are based on those States that allocated funds at the postsecondary level in a Perkins category. In addition, the percentage of funds is based on those States that reported the percentage allocated to postsecondary education within a Perkins category. Where the number of States differs for the two percentages, the percentage of funds is marked with an asterisk (*).

Table 5.--Percentage of States allocating secondary vocational education funds in 1986-87 primarily through formula, and percentage of funds allocated by those States, by Perkins category and by State characteristic: United States, 1988

State characteristic	Perkins category -- secondary level (formula as primary[1] method)									
	Adults		Single parents		Sex equity		Corrections		Program improvement	
	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]
Total	28	38*	5	25*	8	25*	10	2*	39	55
Region										
Northeast	40	55*	9	47*	8	39*	13	*	42	43
Central	0	0	0	0	9	30*	0	0	9	14
Southeast	63	67	10	38	17	29	29	13	58	67
West	0	0	0	0	0	0	0	0	43	86
Number of units added to high school graduation requirements since 1980[3]										
1 or less	40	74	0	0	0	0*	0	0	18	19
2-3	54	64	7	36	13	32	17	4	63	65
More than 3	0	0	0	0	0	0	0	0	25	43
Not classifiable	0	0*	11	35*	20	44*	25	*	40	68
Total units required for graduation[4]										
Less than 20	18	41	7	28	13	41*	0	0	20	26
20	50	85*	0	0*	0	0*	43	29*	50	82
More than 20	25	21	6	27	11	26	0	0	44	63
Secondary enrollment										
Less than 100,000	10	17	0	0	0	0	0	0	13	16
100,000-249,999	46	69*	0	0*	6	6*	27	11*	53	69
250,000 or more	22	29	15	33	20	36*	0	0	47	53
Per pupil expenditures										
Less than $3,000	40	53	0	0	0	0	22	10	50	69
$3,000-3,999	14	9	5	20	14	33*	0	0	32	52
$4,000 or more	38	56*	11	50*	9	42*	17	*	36	42

[1]Based on the total dollars allocated.

[2]Percentage of funds distributed by States whose primary method is formula (not the percentage of funds distributed by formula).

[3]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[4]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: Percentages are based on those States that allocated funds at the secondary level in a Perkins category. In addition, the percentage of funds is based on those States that reported the percentage allocated to postsecondary education within a Perkins category. Where the number of States differs for the two percentages, the percentage of funds is marked with an asterisk (*). If no percentage is reported, there were no States with funding information on which to base the estimates.

Table 6.--Percentage of States allocating postsecondary vocational education funds in 1986-87 primarily through formula, and percentage of funds allocated by those States, by Perkins category and by State characteristic: United States, 1988

State characteristic	Perkins category – postsecondary level (formula as primary[1] method)									
	Adults		Single parents		Sex equity		Corrections		Program improvement	
	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]	Percent of States	Percent of funds[2]
Total	45	74*	22	41*	19	32*	18	26*	30	40
Region										
Northeast	27	60*	25	40*	18	20*	13	*	18	4
Central	55	89	10	21	18	12*	20	48	36	41
Southeast	58	65	25	28	17	3	36	40	33	44
West	40	74	27	65	21	67	0	0	33	58
Number of units added to high school graduation requirements since 1980[3]										
1 or less	45	86	0	0	10	*	25	70	27	31
2-3	41	60	24	45	18	35	23	33	29	20
More than 3	27	55	25	36	17	13	10	8	18	32
Not classifiable	70	96*	40	71*	33	60*	11	*	50	72
Total units required for graduation[4]										
Less than 20	47	88	36	56	40	63*	18	42	20	44
20	43	68*	21	38*	0	0*	29	25*	42	56
More than 20	39	59	11	27	16	25	8	13	29	25
Secondary enrollment										
Less than 100,000	0	0	7	6	7	6	0	0	0	0
100,000-249,999	58	68*	16	20*	11	9*	29	31*	59	66
250,000 or more	79	92	47	60	43	49*	18	26	29	35
Per pupil expenditures										
Less than $3,000	38	59	19	29	0	0	31	36	31	45
$3,000-3,999	57	85	27	49	36	50*	11	31	35	50
$4,000 or more	30	62*	18	37*	10	17*	11	*	20	4

[1]Based on the total dollars allocated.

[2]Percentage of funds distributed by States whose primary method is formula (not the percentage of funds distributed by formula).

[3]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[4]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: Percentages are based on those States that allocated funds at the postsecondary level in a Perkins category. In addition, the percentage of funds is based on those States that reported the percentage allocated to postsecondary education within a Perkins category. Where the number of States differs for the two percentages, the percentage of funds is marked with an asterisk (*). If no percentage is reported, there were no States with funding information on which to base the estimates.

Table 7.--Percentage of States distributing funds at both the secondary and postsecondary levels in 1986-87, by Perkins category and by State characteristic: United States, 1988

State characteristic	Perkins category						
	Handicapped	Disadvantaged	Adults	Single parents	Sex equity	Corrections	Program *improvement*
Total	84	90	65	78	94	45	92
Region							
Northeast	58	75	73	91	91	36	92
Central	100	100	73	82	100	55	100
Southeast	83	92	75	83	100	58	83
West	93	93	47	60	87	33	93
Number of units added to high school graduation requirements since 1980[1]							
1 or less	82	82	55	82	90	45	100
2-3	76	88	76	82	94	47	76
More than 3	92	92	50	58	100	42	100
Not classifiable	90	100	78	89	89	44	100
Total units required for graduation[2]							
Less than 20	80	80	80	93	100	60	100
20	100	100	54	54	92	46	93
More than 20	79	89	63	84	95	37	84
Secondary enrollment							
Less than 100,000	69	75	63	63	88	44	88
100,000-249,999	95	95	67	83	100	44	89
250,000 or more	87	100	67	87	93	47	100
Per pupil expenditures							
Less than $3,000	94	94	63	69	100	38	88
$3,000-3,999	87	91	70	83	91	57	96
$4,000 or more	64	82	60	80	90	30	91

[1]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[2]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: Based on States' reporting of the percentage allocated to postsecondary education. Funds not allocated for postsecondary education are assumed to go to secondary education; however, some States have a third category (primarily for *Corrections*). Percentages are based on those States which reported the percentage allocated to postsecondary education within a Perkins category.

Table 8.--Mean percentage of State allocation for postsecondary vocational education in 1986-87 within each Perkins category, and percentage of total funds allocated to postsecondary vocational education, by State characteristic: United States, 1988

State characteristic	Perkins category													
	Handicapped		Disadvantaged		Adults		Single parents		Sex equity		Corrections		Program improvement	
	Mean per State	Percent of funds[1]	Mean per State	Percent of funds[1]	Mean per State	Percent of funds[1]	Mean per State	Percent of funds[1]	Mean per State	Percent of funds[1]	Mean per State	Percent of funds[1]	Mean per State	Percent of funds[1]
Total	23	25	30	31	72	63	70	62	46	43	57	53	37	34
Region														
Northeast	11	15	18	25	58	38	61	46	44	36	43	52	25	30
Central	31	28	39	32	74	78	61	61	46	46	73	66	47	43
Southeast	14	14	19	20	58	59	62	61	38	36	59	56	18	20
West	34	41	43	45	90	75	91	78	55	55	54	40	54	44
Number of units added to high school graduation requirements since 1980[2]														
1 or less	15	17	23	20	88	95	65	62	36	38	53	59	37	38
2-3	21	21	25	27	58	51	66	60	49	46	52	39	26	23
More than 3	27	29	39	38	81	66	86	77	55	52	63	76	51	48
Not classifiable	31	33	37	37	65	57	64	56	40	37	62	52	39	37
Total units required for graduation[3]														
Less than 20	19	28	27	32	70	63	55	50	39	38	41	47	39	38
20	21	25	31	31	80	77	83	80	40	38	80	82	36	29
More than 20	25	22	31	29	66	54	72	63	56	52	49	40	37	34
Secondary enrollment														
Less than 100,000	18	20	29	31	80	79	77	76	50	50	55	54	44	45
100,000-249,999	28	27	34	32	73	72	75	75	48	47	67	69	36	35
250,000 or more	22	25	28	30	60	58	57	55	39	41	47	46	30	32
Per pupil expenditures														
Less than $3,000	18	19	25	24	74	70	78	74	40	38	61	63	31	26
$3,000-3,999	32	32	40	36	72	70	65	62	49	49	50	46	46	40
$4,000 or more	10	15	18	25	66	39	70	47	50	36	67	57	28	30

[1]Calculated by summing the dollar values of the allocations across States (using 1987 Federal appropriations) and computing a percentage.
[2]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.
[3]Two States were excluded because unit requirements for graduation are not set at the State level.
NOTE: Percentages are based on those States which reported the percentage allocated to postsecondary education within a Perkins category.

Table 9.--Percentage of the States that made a prior division of Federal funds for the *Disadvantaged* between secondary and postsecondary education before further allocating the funds for 1986-87, the percentage of funds administered by them, and the mean percentage of funds allocated to postsecondary education, by State characteristic: United States, 1988

State characteristic	Number of States[1]	States making prior division of Federal funds		Mean percentage of funds allocated to Disadvantaged[2]	
		Percent of States	Percent of total funds[2]	Make prior division	Do not make prior division
Total	50	54	60	33	24
Region					
Northeast	12	50	63	16	20
Central	12	58	48	48	23
Southeast	12	50	41	20	18
West	14	57	86	42	35
Number of units added to high school graduation requirements since 1980[3]					
1 or less	11	55	27	21	25
2-3	16	50	69	24	18
More than 3	13	46	48	47	30
Not classifiable	10	70	78	42	27
Total units required for graduation[4]					
Less than 20	16	50	62	33	21
20	14	64	70	30	33
More than 20	18	44	48	33	22
Secondary enrollment					
Less than 100,000	15	33	37	16	28
100,000-249,999	19	68	66	39	22
250,000 or more	16	56	59	34	19
Per pupil expenditures					
Less than $3,000	16	50	55	26	24
$2,000-3,999	23	57	60	45	26
$4,000 or more	11	55	66	16	21

[1]One State was excluded because it had no secondary funding of vocational education with Federal funds.

[2]Based on 1987 Federal appropriations.

[3]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[4]Two States were excluded because unit requirements for graduation are not set at the State level.

Table 10.--Appropriations among Perkins categories and between secondary and postsecondary education for 1987-88, by States' decision to make a prior division between secondary and postsecondary education before allocating funds for the *Disadvantaged*: United States, 1988

Allocation method and education level	Perkins category							
	Total	Handicapped	Disadvantaged	Adults	Single parents	Sex equity	Corrections	Program improvement
	In millions of dollars							
Appropriations	$671	$67	$148	$81	$57	$23	$7	$289
Make a prior division	437	44	96	52	37	15	4	188
Secondary	261	30	61	19	13	9	2	128
Postsecondary	176	14	35	34	24	7	2	60
Do not make a prior division	234	23	51	28	20	8	2	101
Secondary	149	20	39	13	9	5	1	62
Postsecondary	85	3	12	15	11	3	1	39
Allocation among Perkins categories	In percent							
Percentage specified by Perkins Act	100	10	22	12	8.5	3.5	1	43
Make a prior division								
Secondary	100	11	24	7	5	3	1	49
Postsecondary	100	8	20	19	14	4	1	34
Do not make a prior division								
Secondary	100	14	26	9	6	3	1	42
Postsecondary	100	4	14	18	13	4	1	45
Allocation between secondary and postsecondary levels								
Make a prior division								
Secondary	60	68	64	35	34	56	52	68
Postsecondary	40	32	36	65	66	44	48	32
Do not make a prior division								
Secondary	64	86	76	45	45	58	46	61
Postsecondary	36	14	24	55	55	42	54	39

NOTE: Dollar amounts and percentages are derived from 1987 Federal appropriations and States' reporting of the percentage allocated to postsecondary education in 1986-87. Funds not allocated for postsecondary education are assumed to go to secondary education; however, some States have a third category (primarily for Corrections). The survey did not collect information on whether States make a prior division for categories other than Disadvantaged. Estimates are based on those 47 States which provided the percentage allocated in postsecondary education for all Perkins categories, and which provided both secondary and postsecondary funding. Details may not add to totals because of rounding.

Table 11.--Percentage of eligible recipients receiving grants for 1986-87, and percentage of allocation unspent, by State characteristic: United States, 1988

State characteristic	Percent of eligible recipients[1] receiving grants		Percent of recipients[1] unable to spend full allocation		Percent of total State allocation unspent	
	Handicapped	Disadvantaged	Handicapped	Disadvantaged	Handicapped	Disadvantaged
Total	68	70	34	36	13	17
Region						
Northeast	67	68	34	47	11	20
Central	60	59	37	36	18	25
Southeast	92	92	29	34	15	16
West	57	61	35	33	9	9
Number of units added to high school graduation requirements since 1980[2]						
1 or less	76	78	23	33	7	19
2-3	71	74	44	43	17	16
More than 3	52	52	43	44	11	15
Not classifiable	76	76	19	22	17	18
Total units required for graduation[3]						
Less than 20	62	64	32	41	11	17
20	71	70	31	31	7	8
More than 20	71	73	38	38	14	18
Secondary enrollment						
Less than 100,000	54	57	41	45	10	18
100,000-249,999	79	79	26	28	17	15
250,000 or more	68	70	37	39	12	17
Per pupil expenditures						
Less than $3,000	73	75	46	46	13	14
$3,000-3,999	68	68	28	29	14	17
$4,000 or more	62	64	28	39	10	21

[1] States were asked to estimate the number of eligible recipients receiving grants, not the number of grants (which may be smaller because eligible recipients sometimes apply as consortia).

[2] Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[3] Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: Percentages are based on those States which were able to supply information. Seven States could not provide information on the number of recipients unable to spend their full allocation.

Table 12.--Number and percentage of States that gave separate or additional financial aid to secondary school districts or vocational districts, and percentage of those States that distributed the additional funds on a per student basis for 1986-87, as matching funds, or as earmarked funds, by State characteristic: United States, 1988

State characteristic	Extra State aid		Per student basis	Matching funds	Earmarked funds
	Number	Percent	Percent[1]	Percent[1]	Percent[1]
Total	45	90	38	38	80
Region					
Northeast	11	100	55	27	91
Central	10	83	0	20	90
Southeast	11	92	55	64	73
West	13	87	38	38	69
Number of units added to high school graduation requirements since 1980[2]					
1 or less	9	82	44	44	89
2-3	15	94	40	47	67
More than 3	12	92	50	33	75
Not classifiable	9	90	11	22	100
Total units required for graduation[3]					
Less than 20	14	88	29	50	71
20	14	100	36	29	93
More than 20	15	83	47	40	73
Secondary enrollment					
Less than 100,000	14	93	29	43	79
100,000-249,999	16	84	38	38	75
250,000 or more	15	94	47	33	87
Per pupil expenditures					
Less than $3,000	15	94	47	47	80
$3,000-3,999	21	88	24	38	76
$4,000 or more	9	90	56	22	89

[1]Based on the number of States giving separate or additional financial aid. States may give more than one form of aid, so percentages may add to more than 100.

[2]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[3]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: The District of Columbia was excluded from this table because the State education agency and the local education agency are equivalent. Separate or additional financial aid refers to extra State aid beyond that provided for comparable secondary students not in vocational education.

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Table 13.--Percentage of States setting minimum hours, setting minimum sequences of courses, and examining course content for vocational education in 1986-87, by State characteristic: United States, 1988

State characteristic	Set minimum hours			Set minimum sequence			Examine course content		
	In all 6 areas[1]	In 1-5 areas	In no areas	In all 6 areas[1]	In 1-5 areas	In no areas	In all 6 areas[1]	In 1-5 areas	In no areas
Total	53	14	33	45	12	43	78	8	14
Region									
Northeast	67	25	8	50	8	42	67	17	17
Central	33	8	58	33	17	50	67	8	25
Southeast	75	0	25	67	8	25	92	8	0
West	40	20	40	33	13	53	87	0	13
Number of units added to high school graduation requirements since 1980[2]									
1 or less	55	9	36	36	9	55	73	18	9
2-3	53	6	41	47	6	47	94	0	6
More than 3	69	15	15	62	15	23	77	0	23
Not classifiable	30	30	40	30	20	50	60	20	20
Total units required for graduation[3]									
Less than 20	63	19	19	31	19	50	75	13	13
20	57	14	29	57	14	29	86	0	14
More than 20	47	5	47	53	5	42	79	5	16
Secondary enrollment									
Less than 100,000	56	19	25	44	13	44	75	6	19
100,000-249,999	63	5	32	53	11	37	95	0	5
250,000 or more	38	19	44	38	13	50	63	19	19
Per pupil expenditures									
Less than $3,000	63	6	31	69	0	31	94	6	0
$3,000-3,999	46	13	42	29	21	50	79	4	17
$4,000 or more	55	27	18	45	9	45	55	18	27

[1]States were asked to respond for the largest major (based on enrollment) within each of six areas: agriculture, distributive/marketing, business education, trades and industries, health, and occupational home economics.

[2]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.

[3]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: Percentages may not add to 100 because of rounding.

Table 14.--Percentage of States changing their requirements on minimum hours of instruction and minimum sequences of courses between 1982-83 and 1986-87, by State characteristic: United States, 1988

State characteristic	Number of States[1]	Minimum hours of instruction					Minimum sequences of courses				
		All increased	Some increased	No change	Some decreased	All decreased	All increased	Some increased	No change	Some decreased	All decreased
Total	48	2	15	71	6	6	4	10	77	6	2
Region											
Northeast	10	10	30	60	0	0	0	20	80	0	0
Central	12	0	8	67	0	25	0	8	83	0	8
Southeast	12	0	8	83	8	0	8	8	58	25	0
West	14	0	14	71	14	0	7	7	86	0	0
Number of units added to high school graduation requirements since 1980[2]											
1 or less	11	9	9	55	0	27	0	0	91	0	9
2-3	15	0	13	80	7	0	0	13	73	13	0
More than 3	12	0	25	67	8	0	17	25	58	0	0
Not classifiable	10	0	10	80	10	0	0	0	90	10	0
Total units required for graduation[3]											
Less than 20	14	7	14	57	0	21	0	7	86	0	7
20	14	0	14	79	7	0	7	14	71	7	0
More than 20	18	0	17	72	11	0	6	11	72	11	0
Secondary enrollment											
Less than 100,000	14	7	21	50	14	7	0	14	79	0	7
100,000-249,999	19	0	16	84	0	0	11	11	74	5	0
250,000 or more	15	0	7	73	7	13	0	7	80	13	0
Per pupil expenditures											
Less than $3,000	16	0	19	75	6	0	13	19	63	6	0
$3,000-3,999	23	4	4	70	9	13	0	0	87	9	4
$4,000 or more	9	0	33	67	0	0	0	22	78	0	0

[1]Three States could not describe their changes in these terms, and were excluded from this table.
[2]Thirteen States could not be classified because of a lack of information on State requirements or recommendations for 1980 or 1987.
[3]Two States were excluded because unit requirements for graduation are not set at the State level.

NOTE: Increases/decreases were reported for the largest major based on enrollment for each of six areas: agriculture, distributive/marketing, business education, trades and industries, health, and occupational home economics. If States reported increases in some areas and decreases in others, this table shows the net change. Percentages may not add to 100 because of rounding.

Appendix A

Survey Methodology and Data Reliability

In January 1988, questionnaires were sent to each State's vocational education coordinator in the 50 States and the District of Columbia, who was asked to have it completed by the person most knowledgeable about the State's methods of vocational education administration. The survey was conducted by mail with telephone followup. Data collection was completed in February, with a response rate of 100 percent.

Because this survey was a census and had a 100 percent response rate, sampling error is not a factor. However, survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. Nonsampling errors are not easy to measure. To do so usually requires that an experiment be conducted as part of the data collection procedures, or that data external to the study be used.

Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. During the design of the survey and survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire was reviewed by respondents like those who completed the survey, and the questionnaire and instructions were extensively reviewed by NCES, the Committee for Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers, and several other persons concerned with Federal and State policies on vocational education. Manual and machine editing of the questionnaires were conducted to check the data for accuracy and consistency, and extensive data retrieval was performed on missing or inconsistent items. Finally, each State was sent a copy of the State-by-State table shells and its own responses to verify the accuracy of the data and the footnotes. Where problems in the data were found and could not be resolved, the problems have been noted in this report. Except for these items, it appears unlikely that nonsampling errors severely biased the data from this survey.

Data are presented for all States and by the following State characteristics: secondary enrollment, region, number of units added to high school graduation requirements since 1980, total units required for graduation, and per pupil expenditures.

State enrollment is presented as three categories (less than 100,000; 100,000 - 249,999; 250,000 or more). Enrollment numbers are based on the fall 1985 enrollment in public secondary schools, as reported by the U.S. Department of Education, Center for Education Statistics, in *Digest of Education Statistics, 1987.*

Region classifications are those used by the Bureau of Economic Analysis of the U.S. Department of Commerce, the National Assessment of Educational Progress, and the National Education Association. The Northeast includes Connecticut, Delaware, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The Central region includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The Southeast includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The West includes Alaska, Arkansas, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

The number of units added is the change from 1980-87 in the number of units required for high school graduation, and has three categories: one unit added or less, two to three units added, and more than three units added. The category of "one unit added or less" includes one State that showed a decrease in requirements of 1.5 units. A fourth category, not classifiable, refers to States that could not be classified into the previous three categories. The total units required for graduation is the number required for high school graduation in 1987. These are in three categories: less than 20 units required, exactly 20 units required, and more than 20 units required. Two States could not be classified into these three categories because of the absence of State requirements. In some cases, States have established multiple graduation requirements, typically including a general high school diploma, and an advanced, or college bound, diploma. Where multiple requirements existed, the smaller of these requirements was chosen. These were based on *Clearinghouse Notes #CN16* and *#CN28*, produced by the Education Commission of the States.

Per pupil expenditures were the 1984-85 expenditures per pupil in average daily attendance in public elementary and secondary schools, in three categories: less than $3,000; $3,000-$3,999; and $4,000 or more. They were reported by the U.S. Department of Education, Center for Education Statistics, in *Condition of Education, 1987.*

The survey was performed under contract by Westat, Inc., using the Fast Response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, and the Survey Manager was Bradford Chaney. Helen Ashwick was the NCES Project Officer, and Ralph Lee and Betsy Faupel were the NCES Survey Managers. Under the direction of John Wirt, the National Assessment of Vocational Education (NAVE) commissioned this study. The NAVE data requester, who participated in the design and analyses, was Lana Muraskin. Other staff from NCES and Leslie Thompson, Office of Vocational and Adult Education, provided technical assistance and reviewed the report. FRSS was established by NCES to collect quickly, and with minimum burden on respondents, small quantities of data needed for education planning and policy.

For information about this survey or the Fast Response Survey System, contact Fay Nash, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208, telephone (202) 357-6754. For information about OERI programs and activities, contact Information Services at 1-800-424-1616 or, in the Washington, DC metropolitan area, (202) 626-9854.

Appendix B

State-by-State Tables

Table B-1.--Percentage of 1986-87 Perkins Act Title II funds allocated to postsecondary education within each Perkins category, and State policy on making a prior division between secondary and postsecondary funds for the *Disadvantaged*, by State: 1988

State	Perkins category -- postsecondary								State made prior division for Disadvantaged
	Handicapped	Disadvantaged	Adults	Single parents/ homemakers	Sex equity/ sex bias	Corrections	Program improvement	Total across categories	
Alabama	0	0	56	75	50	100	0	16	Yes
Alaska	36	22	100	100	64	100	35	47	No
Arizona	23	24	89	86	25	100	69	57	Yes
Arkansas	11	25	100	100	61	100	10	35	Yes
California	48	48	50	50	50	50	45	47	Yes
Colorado	45	45	100	85	86	100	61	64	Yes
Connecticut	3	16	--	--	--	--	12	--	No
Delaware	0	0	73	71	61	0	41	35	Yes
District of Columbia	0	1	47	90	90	66	0	17	No
Florida	6	20	15	7	3	2	24	18	No
Georgia	33	33	100	67	33	0	50	51	No
Hawaii	10	18	100	100	0	50	44	45	Yes
Idaho	9	31	100	90	32	0	34	43	No
Illinois	14	25	98	51	49	58	56	49	No
Indiana	--	--	--	--	--	--	--	--	No
Iowa	81	80	87	86	89	100	62	74	Yes
Kansas	36	41	48	76	67	90	37	44	No
Kentucky	33	35	59	89	40	90	33	42	Yes
Louisiana	10	16	83	94	77	100	46	46	No
Maine	31	44	53	63	16	0	66	53	No
Maryland	20	18	80	67	20	100	8	26	Yes
Massachusetts	0	19	100	100	0	100	1	26	Yes
Michigan	25	25	75	75	25	50	33	39	Yes
Minnesota	79	87	100	78	74	59	97	91	Yes
Mississippi	1	6	21	16	3	3	7	8	No
Missouri	15	30	12	34	27	0	15	20	Yes
Montana	10	67	71	100	97	34	73	68	No
Nebraska	14	20	50	55	35	100	40	36	Yes
Nevada	24	22	88	90	66	46	27	40	No
New Hampshire	0	0	78	71	50	0	30	30	No
New Jersey	10	20	50	35	65	0	35	32	Yes
New Mexico	100	100	100	100	100	100	100	100	--
New York	27	37	19	19	19	19	28	28	Yes
North Carolina	33	33	100	100	33	100	3	35	Yes
North Dakota	5	42	89	0	12	89	31	35	Yes
Ohio	8	1	100	61	--	100	25	--	No
Oklahoma	28	32	100	100	45	100	40	50	No
Oregon	50	50	100	95	35	0	50	59	Yes
Pennsylvania	13	26	0	42	53	100	53	36	No
Rhode Island	0	0	100	80	75	80	10	27	Yes
South Carolina	13	7	60	60	55	57	0	18	Yes
South Dakota	14	26	100	100	28	100	73	61	No
Tennessee	7	22	25	43	7	56	6	16	No
Texas	40	40	72	90	65	0	20	40	Yes
Utah	35	55	94	100	51	26	75	70	Yes
Vermont	25	30	42	30	30	10	16	25	No
Virginia	0	10	60	71	75	75	20	27	No
Washington	44	58	100	87	54	0	60	64	Yes
West Virginia	20	20	20	20	20	20	20	20	Yes
Wisconsin	55	55	55	55	55	55	49	52	Yes
Wyoming	4	38	90	93	49	100	81	65	No

-- Missing or not applicable.

NOTE: For those States that do not make a prior division between secondary and postsecondary vocational education, the percentage allocated to postsecondary education is based on the actual expenditures.

Table B-2.--State methods for allocating 1986-87 Federal funds for *Adults*, by State: 1988

State	Secondary vocational education			Postsecondary vocational education		
	Primary method*	Second method	Third method	Primary method*	Second method	Third method
Alabama	Formula	–	–	Formula	–	–
Alaska	Competition	–	–	Competition	–	–
Arizona	Competition	–	–	Discretionary	Competition	–
Arkansas	–	–	–	Competition	–	–
California	Competition	–	–	Formula	Competition	–
Colorado	–	–	–	Formula	Competition	Discretionary
Connecticut	Competition	Discretionary	–	Competition	Discretionary	–
Delaware	Competition	–	–	Competition	–	–
District of Columbia	Discretionary	–	–	Discretionary	–	–
Florida	–	–	–	Formula	Discretionary	Competition
Georgia	–	–	–	Formula	–	–
Hawaii	–	–	–	Discretionary	–	–
Idaho	Competition	–	–	Competition	–	–
Illinois	–	–	–	Formula	Competition	–
Indiana	–	–	–	–	–	–
Iowa	Discretionary	–	–	Formula	–	–
Kansas	Discretionary	–	–	Discretionary	–	–
Kentucky	Formula	–	–	Formula	–	–
Louisiana	Competition	Formula	–	Competition	Formula	–
Maine	Competition	Discretionary	–	Competition	Discretionary	–
Maryland	Formula	Competition	Discretionary	Formula	Competition	Discretionary
Massachusetts	–	–	–	Formula	Competition	–
Michigan	Discretionary	–	–	Formula	–	–
Minnesota	–	–	–	Formula	–	–
Mississippi	Discretionary	–	–	Discretionary	–	–
Missouri	Discretionary	–	–	Discretionary	–	–
Montana	Competition	–	–	Competition	–	–
Nebraska	Competition	–	–	Competition	–	–
Nevada	Competition	–	–	Competition	–	–
New Hampshire	Competition	–	–	Discretionary	–	–
New Jersey	Formula	–	–	Competition	–	–
New Mexico	–	–	–	Competition	–	–
New York	Formula	Discretionary	Competition	Formula	Discretionary	Competition
North Carolina	–	–	–	Formula	–	–
North Dakota	Competition	–	–	Competition	–	–
Ohio	–	–	–	Formula	–	–
Oklahoma	–	–	–	Formula	Competition	–
Oregon	Formula	–	–	Formula	–	–
Pennsylvania	Competition	–	–	Competition	–	–
Rhode Island	Competition	–	–	Competition	–	–
South Carolina	Formula	–	–	Formula	–	–
South Dakota	Competition	–	–	Competition	–	–
Tennessee	Formula	–	–	Discretionary	–	–
Texas	Competition	–	–	Formula	–	–
Utah	Competition	–	–	Competition	–	–
Vermont	Formula	–	–	Competition	–	–
Virginia	Competition	Discretionary	–	Competition	Formula	–
Washington	Formula	–	–	Formula	–	–
West Virginia	Formula	Discretionary	–	Formula	Discretionary	–
Wisconsin	Competition	–	–	Formula	Competition	Discretionary
Wyoming	Competition	–	–	Competition	–	–

– Missing or not applicable.

*Based on the total dollars allocated.

NOTE: This table also includes States that use the same mechanism(s) for both secondary and postsecondary education.

Table B-3.--State methods for allocating 1986-87 Federal funds for *Single parents/homemakers*, by State: 1988

State	Secondary vocational education			Postsecondary vocational education		
	Primary method*	Second method	Third method	Primary method*	Second method	Third method
Alabama	Competition	–	–	Competition	–	–
Alaska	Competition	–	–	Competition	–	–
Arizona	Competition	–	–	Competition	Discretionary	–
Arkansas	–	–	–	Competition	–	–
California	Discretionary	Formula	Competition	Formula	Competition	–
Colorado	Competition	Discretionary	–	Competition	Discretionary	–
Connecticut	Competition	–	–	Competition	–	–
Delaware	Competition	Discretionary	–	Competition	–	–
District of Columbia	Discretionary	Competition	–	Discretionary	Competition	–
Florida	Formula	Competition	Discretionary	Formula	Competition	Discretionary
Georgia	Discretionary	–	–	Competition	–	–
Hawaii	–	–	–	Discretionary	–	–
Idaho	Competition	–	–	Competition	–	–
Illinois	Competition	–	–	Competition	–	–
Indiana	–	–	–	–	–	–
Iowa	Competition	–	–	Competition	–	–
Kansas	Competition	–	–	Competition	–	–
Kentucky	Competition	–	–	Competition	–	–
Louisiana	Competition	Formula	–	Competition	Formula	–
Maine	Competition	Discretionary	–	Competition	Discretionary	–
Maryland	Competition	–	–	Discretionary	–	–
Massachusetts	–	–	–	Formula	Competition	–
Michigan	Competition	–	–	Formula	–	–
Minnesota	Competition	–	–	Competition	–	–
Mississippi	Competition	–	–	Competition	–	–
Missouri	Discretionary	Competition	–	Discretionary	Competition	–
Montana	Competition	–	–	Competition	–	–
Nebraska	Competition	–	–	Competition	Discretionary	–
Nevada	Competition	–	–	Competition	–	–
New Hampshire	Competition	–	–	Formula	–	–
New Jersey	Competition	–	–	Competition	–	–
New Mexico	–	–	–	Competition	–	–
New York	Formula	Competition	Discretionary	Formula	Competition	Discretionary
North Carolina	–	–	–	Formula	Competition	–
North Dakota	Competition	–	–	Competition	–	–
Ohio	Competition	Formula	Discretionary	Competition	Formula	Discretionary
Oklahoma	–	–	–	Formula	Competition	–
Oregon	Competition	–	–	Competition	Discretionary	–
Pennsylvania	Competition	–	–	Competition	–	–
Rhode Island	Competition	–	–	Competition	–	–
South Carolina	Competition	–	–	Formula	–	–
South Dakota	Competition	–	–	Competition	–	–
Tennessee	Competition	–	–	Competition	–	–
Texas	Competition	–	–	Formula	–	–
Utah	–	–	–	Competition	–	–
Vermont	Competition	Discretionary	–	Competition	Discretionary	–
Virginia	Competition	–	–	Competition	–	–
Washington	Competition	–	–	Formula	–	–
West Virginia	Competition	Discretionary	–	Competition	Discretionary	–
Wisconsin	Competition	–	–	Competition	–	–
Wyoming	Competition	–	–	Competition	–	–

– Missing or not applicable.

*Based on the total dollars allocated.

NOTE: This table also includes States that use the same mechanism(s) for both secondary and postsecondary education.

Table B-4.--State methods for allocating 1986-87 Federal funds for *Sex equity/sex bias*, by State: 1988

State	Secondary vocational education			Postsecondary vocational education		
	Primary method*	Second method	Third method	Primary method*	Second method	Third method
Alabama	Competition	–	–	Competition	–	–
Alaska	Competition	–	–	Competition	–	–
Arizona	Competition	–	–	Competition	–	–
Arkansas	Competition	–	–	Competition	–	–
California	Discretionary	Formula	Competition	Formula	Competition	–
Colorado	Competition	–	–	Competition	–	–
Connecticut	Competition	–	–	Competition	–	–
Delaware	Competition	Discretionary	–	Competition	Discretionary	–
District of Columbia	Discretionary	Competition	–	Discretionary	Competition	–
Florida	Formula	Competition	Discretionary	Formula	Competition	Discretionary
Georgia	Discretionary	–	–	Competition	–	–
Hawaii	Competition	Discretionary	–	Competition	Discretionary	–
Idaho	Competition	–	–	Competition	–	–
Illinois	Competition	–	–	Competition	–	–
Indiana	–	–	–	–	–	–
Iowa	Competition	–	–	Competition	–	–
Kansas	Competition	–	–	Competition	–	–
Kentucky	Competition	–	–	Competition	–	–
Louisiana	Competition	Formula	–	Competition	Formula	–
Maine	Competition	Discretionary	–	Competition	Discretionary	–
Maryland	Competition	–	–	Competition	–	–
Massachusetts	Competition	–	–	–	–	–
Michigan	Formula	–	–	Formula	–	–
Minnesota	Competition	–	–	Competition	–	–
Mississippi	Competition	–	–	Competition	–	–
Missouri	Discretionary	Competition	–	Discretionary	Competition	–
Montana	Competition	–	–	Competition	–	–
Nebraska	Competition	Discretionary	–	Competition	Discretionary	–
Nevada	Competition	–	–	Competition	–	–
New Hampshire	Competition	–	–	Formula	–	–
New Jersey	Competition	–	–	Competition	–	–
New Mexico	–	–	–	Competition	–	–
New York	Formula	Discretionary	–	Formula	–	–
North Carolina	Competition	–	–	Competition	–	–
North Dakota	Competition	–	–	Competition	–	–
Ohio	Competition	Formula	Discretionary	Formula	Competition	Discretionary
Oklahoma	–	–	–	Competition	–	–
Oregon	Competition	Discretionary	–	Competition	Discretionary	–
Pennsylvania	Competition	–	–	Competition	–	–
Rhode Island	Competition	–	–	Competition	–	–
South Carolina	Competition	–	–	Competition	–	–
South Dakota	Competition	–	–	Competition	–	–
Tennessee	Competition	–	–	Competition	–	–
Texas	Competition	–	–	Formula	–	–
Utah	Competition	–	–	Competition	–	–
Vermont	Competition	Discretionary	–	Competition	Discretionary	–
Virginia	Competition	–	–	Competition	–	–
Washington	Competition	–	–	Formula	–	–
West Virginia	Formula	Discretionary	–	Formula	Discretionary	–
Wisconsin	Competition	–	–	Competition	Discretionary	–
Wyoming	Competition	–	–	Competition	–	–

-- Missing or not applicable.

*Based on the total dollars allocated.

NOTE: This table also includes States that use the same mechanism(s) for both secondary and postsecondary education.

Table B-5.--State methods for allocating 1986-87 Federal funds for *Corrections*, by State: 1988

State	Secondary vocational education			Postsecondary vocational education		
	Primary method*	Second method	Third method	Primary method*	Second method	Third method
Alabama	–	–	–	Formula	–	–
Alaska	Competition	–	–	Competition	–	–
Arizona	–	–	–	Discretionary	–	–
Arkansas	–	–	–	Formula	–	–
California	Discretionary	–	–	Discretionary	–	–
Colorado	–	–	–	Discretionary	–	–
Connecticut	Formula	–	–	Formula	–	–
Delaware	Competition	–	–	Competition	–	–
District of Columbia	Discretionary	Competition	–	Discretionary	Formula	–
Florida	–	–	–	Discretionary	–	–
Georgia	Discretionary	–	–	–	–	–
Hawaii	Discretionary	–	–	Discretionary	–	–
Idaho	Competition	–	–	–	–	–
Illinois	–	–	–	Formula	Competition	–
Indiana	–	–	–	–	–	–
Iowa	–	–	–	Competition	–	–
Kansas	Discretionary	–	–	Discretionary	–	–
Kentucky	Formula	–	–	Formula	–	–
Louisiana	–	–	–	Competition	Formula	–
Maine	–	–	–	–	–	–
Maryland	–	–	–	Discretionary	–	–
Massachusetts	–	–	–	Competition	–	–
Michigan	Competition	–	–	Discretionary	–	–
Minnesota	Competition	–	–	Competition	–	–
Mississippi	Discretionary	–	–	Discretionary	–	–
Missouri	Discretionary	–	–	Discretionary	–	–
Montana	Competition	–	–	Competition	–	–
Nebraska	–	–	–	Discretionary	–	–
Nevada	Competition	–	–	Competition	–	–
New Hampshire	Competition	–	–	–	–	–
New Jersey	Competition	–	–	Competition	–	–
New Mexico	–	–	–	Competition	–	–
New York	Discretionary	Competition	–	Competition	–	–
North Carolina	–	–	–	Competition	–	–
North Dakota	Competition	–	–	Competition	–	–
Ohio	Formula	–	–	Formula	–	–
Oklahoma	–	–	–	Discretionary	–	–
Oregon	Competition	–	–	Competition	–	–
Pennsylvania	–	–	–	Discretionary	–	–
Rhode Island	Competition	–	–	Competition	–	–
South Carolina	Formula	–	–	Formula	–	–
South Dakota	Competition	–	–	Competition	–	–
Tennessee	Competition	–	–	Competition	–	–
Texas	Discretionary	–	–	–	–	–
Utah	Competition	–	–	Competition	–	–
Vermont	Discretionary	–	–	Discretionary	–	–
Virginia	Discretionary	Competition	–	Competition	Discretionary	–
Washington	Competition	–	–	Competition	–	–
West Virginia	Competition	Discretionary	–	Competition	–	–
Wisconsin	Competition	–	–	Discretionary	–	–
Wyoming	–	–	–	Competition	–	–

– Missing or not applicable.

*Based on the total dollars allocated.

NOTE: This table also includes States that use the same mechanism(s) for both secondary and postsecondary education.

Table B-6.--State methods for allocating 1986-87 Federal funds for *Program improvement*, by State: 1988

State	Secondary vocational education			Postsecondary vocational education		
	Primary method*	Second method	Third method	Primary method*	Second method	Third method
Alabama	Formula	–	–	–	–	–
Alaska	Competition	–	–	Competition	–	–
Arizona	Competition	Formula	–	Discretionary	Competition	–
Arkansas	Competition	–	–	Competition	–	–
California	Formula	Discretionary	–	Formula	Competition	–
Colorado	Competition	Formula	Discretionary	Formula	Competition	Discretionary
Connecticut	Formula	Competition	Discretionary	Formula	Competition	Discretionary
Delaware	Competition	Discretionary	–	Competition	–	–
District of Columbia	Discretionary	–	–	Discretionary	Competition	–
Florida	Formula	Discretionary	Competition	Discretionary	Formula	Competition
Georgia	Discretionary	Competition	–	Formula	Discretionary	–
Hawaii	Discretionary	–	–	Discretionary	–	–
Idaho	Formula	Competition	–	Competition	–	–
Illinois	Competition	–	–	Competition	–	–
Indiana	–	–	–	–	–	–
Iowa	Competition	Discretionary	–	Formula	Competition	Discretionary
Kansas	Competition	–	–	Competition	–	–
Kentucky	Formula	–	–	Formula	–	–
Louisiana	Competition	Formula	–	Competition	Formula	–
Maine	Competition	Discretionary	–	Competition	Discretionary	–
Maryland	Formula	Competition	Discretionary	Formula	Competition	Discretionary
Massachusetts	Formula	Competition	Discretionary	Competition	Discretionary	–
Michigan	Competition	Formula	–	Formula	–	–
Minnesota	Discretionary	–	–	Formula	–	–
Mississippi	Discretionary	–	–	Discretionary	–	–
Missouri	Formula	Competition	–	Formula	–	–
Montana	Competition	–	–	Competition	–	–
Nebraska	Competition	Discretionary	–	Competition	Discretionary	–
Nevada	Competition	–	–	Competition	–	–
New Hampshire	Formula	–	–	Discretionary	–	–
New Jersey	Formula	Competition	Discretionary	Competition	–	–
New Mexico	–	–	–	Competition	–	–
New York	Discretionary	Formula	Competition	Discretionary	Formula	Competition
North Carolina	Formula	–	–	–	–	–
North Dakota	Competition	–	–	Competition	–	–
Ohio	Discretionary	–	–	Discretionary	–	–
Oklahoma	Formula	Competition	Discretionary	Formula	Competition	Discretionary
Oregon	Formula	–	–	Formula	–	–
Pennsylvania	Competition	Formula	–	Competition	–	–
Rhode Island	Competition	–	–	Competition	–	–
South Carolina	Formula	–	–	–	–	–
South Dakota	Competition	–	–	Competition	–	–
Tennessee	Formula	–	–	Discretionary	–	–
Texas	Formula	Competition	Discretionary	Competition	Discretionary	Formula
Utah	Competition	Discretionary	–	Competition	Discretionary	–
Vermont	Competition	Discretionary	Formula	Competition	Discretionary	–
Virginia	Competition	Formula	–	Competition	Formula	–
Washington	Formula	–	–	Formula	–	–
West Virginia	Formula	Discretionary	–	Formula	Competition	–
Wisconsin	Competition	–	–	Competition	Discretionary	–
Wyoming	Competition	–	–	Competition	–	–

-- Missing or not applicable.

*Based on the total dollars allocated.

NOTE: This table also includes States that use the same mechanism(s) for both secondary and postsecondary education.

Table B-7.--Number of eligible recipients in 1986-87, number receiving grants, and allocation unspent, by State: 1988

State	Handicapped				Disadvantaged			
	Number of eligible recipients	Number receiving grants*	Number unable to spend full allocation	Percent of total allocation unspent	Number of eligible recipients	Number receiving grants*	Number unable to spend full allocation	Percent of total allocation unspent
Alabama	171	129	(+)	(+)	170	128	(+)	(+)
Alaska	68	9	3	22	68	9	5	51
Arizona	104	71	52	12	102	73	54	12
Arkansas	364	302	15	5	364	296	34	12
California	526	457	53	1	526	457	75	4
Colorado	173	132	4	2	173	135	7	5
Connecticut	110	100	0	0	110	100	0	0
Delaware	19	19	13	1	19	19	13	1
District of Columbia	--	--	--	1	--	--	--	1
Florida	96	93	2	5	96	95	0	0
Georgia	214	197	(+)	13	214	191	(+)	38
Hawaii	2	2	0	0	2	2	0	0
Idaho	107	39	12	10	107	52	18	5
Illinois	469	460	190	9	469	460	214	8
Indiana	330	250	25	10	330	250	25	10
Iowa	15	15	5	97	15	15	3	97
Kansas	349	212	9	23	349	208	17	26
Kentucky	206	206	51	7	206	206	41	5
Louisiana	51	48	37	31	51	47	37	7
Maine	32	25	4	32	32	24	12	32
Maryland	41	41	13	7	41	41	16	8
Massachusetts	256	131	45	17	272	140	37	22
Michigan	430	160	73	7	430	160	66	8
Minnesota	466	117	(+)	(+)	466	42	(+)	(+)
Mississippi	177	177	134	50	175	175	137	37
Missouri	11	8	7	10	11	9	6	25
Montana	130	9	7	10	130	11	6	8
Nebraska	42	42	0	0	41	41	0	0
Nevada	20	7	5	10	20	8	6	9
New Hampshire	104	33	22	11	104	32	23	11
New Jersey	304	288	106	22	303	290	123	22
New Mexico	17	17	13	17	17	17	4	1
New York	732	174	(+)	(+)	732	159	(+)	(+)
North Carolina	198	197	99	15	198	196	132	16
North Dakota	195	31	5	1	195	27	5	55
Ohio	148	110	18	10	147	116	22	7
Oklahoma	440	97	38	15	440	128	43	9
Oregon	194	147	25	11	194	147	37	15
Pennsylvania	691	109	(+)	13	691	162	(+)	46
Rhode Island	10	10	2	20	10	10	8	55
South Carolina	95	93	4	2	95	93	7	3
South Dakota	150	26	26	20	149	23	23	30
Tennessee	129	101	0	0	129	104	1	1
Texas	1003	462	350	23	1003	546	455	18
Utah	53	53	1	1	53	53	0	0
Vermont	37	20	(+)	2	37	22	(+)	22
Virginia	158	146	25	18	135	122	28	28
Washington	269	150	20	0	269	166	20	0
West Virginia	75	72	24	24	75	74	40	25
Wisconsin	447	171	82	7	447	172	105	8
Wyoming	56	15	0	0	54	26	0	0

-- Not applicable. State education agency and local education agency are equivalent.

+ Data are not available.

*If grants are given to consortia rather than to individual eligible recipients, the estimated number of eligible recipients receiving grants is given.

Table B-8.--State provision of separate or additional financial aid for vocational education in 1986-87, by State: 1988

State	Additional funds on per student basis		State funding to meet match provisions of Perkins Act	Separate additional funds earmarked	No additional State aid
	Provide funds	Percent exceeds non-vocational funding[1]			
Alabama	No	–	Yes	Yes	No
Alaska	No	–	Yes	Yes	No
Arizona	Yes	7	No	Yes	No
Arkansas	Yes	12	Yes	No	No
California	No	–	Yes	Yes	No
Colorado	No	–	No	Yes	No
Connecticut	No	–	No	Yes	No
Delaware	Yes	30	No	No	No
District of Columbia[2]	–	–	–	–	–
Florida	No	–	No	Yes	No
Georgia	Yes	32	No	Yes	No
Hawaii	No	–	Yes	Yes	No
Idaho	No	–	Yes	No	No
Illinois	No	–	No	Yes	No
Indiana	No	–	Yes	No	No
Iowa	No	–	No	Yes	No
Kansas	No	–	No	No	Yes
Kentucky	No	–	Yes	Yes	No
Louisiana	No	–	No	No	Yes
Maine	No	–	Yes	Yes	No
Maryland	No	–	No	Yes	No
Massachusetts	Yes	100	No	Yes	No
Michigan	No	–	No	Yes	No
Minnesota	No	–	No	Yes	No
Mississippi	No	–	Yes	No	No
Missouri	No	–	No	Yes	No
Montana	No	–	No	Yes	No
Nebraska	No	–	No	Yes	No
Nevada	No	–	No	Yes	No
New Hampshire	No	–	No	Yes	No
New Jersey	Yes	28	No	Yes	No
New Mexico	Yes	5	No	No	No
New York	No	–	No	Yes	No
North Carolina	Yes	15	Yes	Yes	No
North Dakota	No	–	No	Yes	No
Ohio	No	–	Yes	Yes	No
Oklahoma	No	–	No	Yes	No
Oregon	No	–	No	No	Yes

Table B-8.--State provision of separate or additional financial aid for vocational education in 1986-87, by State: 1988--Continued

State	Additional funds on per student basis		State funding to meet match provisions of Perkins Act	Separate additional funds earmarked	No additional State aid
	Provide funds	Percent exceeds non-vocational funding[1]			
Pennsylvania	Yes	14	No	Yes	No
Rhode Island	Yes	12	Yes	Yes	No
South Carolina	Yes	3	No	Yes	No
South Dakota	No	--	No	Yes	No
Tennessee	Yes	66	No	Yes	No
Texas	Yes	45	No	No	No
Utah[3]	Yes	84	Yes	Yes	No
Vermont	Yes	20	Yes	Yes	No
Virginia	Yes	20	Yes	Yes	No
Washington	Yes	23	No	No	No
West Virginia	No	--	Yes	No	No
Wisconsin	No	--	No	No	Yes
Wyoming	No	--	No	No	Yes

-- Not applicable.

[1] Percentage (rounded) by which aid exceeds aid per comparable secondary student not in vocational education. States vary widely in their definitions of a vocational education student, and some of the variation in the additional per student aid reflects these differences.

[2] State education agency and local education agency are equivalent.

[3] Utah offers additional per student aid at three different levels, depending on the amount of additional expense involved in the particular program area. The additional increments are: Level 1, 46 percent; Level 2, 84 percent; and Level 3, 142 percent.

NOTE: Separate or additional financial aid refers to extra State aid provided beyond that provided for comparable secondary students not in vocational education.

Table B-9.--States that set minimum hours of instruction for the largest major in each secondary job training area, by State: 1988

State	Agriculture	Distributive/ marketing	Business education	Trades and industries	Health	Occupational home economics
Alabama	Yes	Yes	Yes	Yes	Yes	Yes
Alaska	No	No	No	No	No	No
Arizona	Yes	Yes	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes	Yes	Yes
California	Yes	No	No	No	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes	No	No	Yes	Yes	No
Delaware	Yes	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes	Yes	Yes
Georgia	No	No	No	No	No	No
Hawaii	No	No	No	No	No	No
Idaho	No	No	No	Yes	No	No
Illinois	No	No	No	No	No	No
Indiana	Yes	No	No	Yes	No	Yes
Iowa	No	No	No	No	No	No
Kansas	No	No	No	No	No	No
Kentucky	No	No	No	No	No	No
Louisiana	Yes	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes	Yes
Massachusetts	Yes	Yes	No	Yes	Yes	Yes
Michigan	No	No	No	No	No	No
Minnesota	Yes	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes	Yes
Missouri	No	No	No	No	No	No
Montana	Yes	No	Yes	Yes	Yes	No
Nebraska	No	No	No	No	No	No
Nevada	Yes	Yes	Yes	Yes	Yes	Yes
New Hampshire	Yes	Yes	Yes	Yes	Yes	Yes
New Jersey	No	No	No	No	No	No
New Mexico	No	No	No	No	No	No
New York	Yes	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes	Yes
Oregon	No	No	No	No	No	No
Pennsylvania	Yes	Yes	Yes	Yes	Yes	Yes
Rhode Island	No	No	No	Yes	Yes	No
South Carolina	Yes	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	Yes	Yes	Yes	Yes
Tennessee	No	No	No	No	No	No
Texas	No	No	No	No	No	No
Utah	No	No	No	No	No	No
Vermont	Yes	Yes	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	Yes	Yes
Wisconsin	No	No	No	No	No	No
Wyoming	Yes	Yes	Yes	Yes	Yes	Yes

NOTE: States were asked to respond for the largest major based on enrollment in each secondary job training area. States' answers reflect the policies that were in existence in program year 1986-87. These policies may have been instituted in earlier years.

Table B-10.--States that set minimum sequence of courses in 1986-87 for the largest major in each secondary job training area, by State: 1988

State	Agriculture	Distributive/ marketing	Business education	Trades and industries	Health	Occupational home economics
Alabama	Yes	Yes	Yes	Yes	Yes	Yes
Alaska	No	No	No	No	No	No
Arizona	Yes	Yes	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes	Yes	Yes
California	Yes	Yes	Yes	No	Yes	Yes
Colorado	No	No	No	No	No	No
Connecticut	Yes	No	No	Yes	Yes	No
Delaware	Yes	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes	Yes	Yes
Georgia	No	No	No	No	No	No
Hawaii	No	No	No	No	No	No
Idaho	Yes	Yes	Yes	Yes	Yes	Yes
Illinois	No	No	No	No	No	No
Indiana	Yes	No	No	Yes	Yes	No
Iowa	No	No	No	No	No	No
Kansas	No	No	No	No	No	No
Kentucky	No	No	No	No	No	No
Louisiana	Yes	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes	Yes
Massachusetts	No	No	No	No	No	No
Michigan	No	No	No	No	No	No
Minnesota	Yes	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes	Yes
Missouri	No	No	No	No	No	No
Montana	No	Yes	No	No	No	Yes
Nebraska	Yes	Yes	Yes	Yes	Yes	Yes
Nevada	Yes	Yes	Yes	Yes	Yes	Yes
New Hampshire	No	No	No	No	No	No
New Jersey	No	No	No	No	No	No
New Mexico	No	No	No	No	No	No
New York	Yes	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes	Yes
North Dakota	No	No	No	Yes	No	No
Ohio	Yes	Yes	Yes	Yes	Yes	Yes
Oklahoma	No	No	No	No	No	No
Oregon	Yes	Yes	Yes	Yes	Yes	Yes
Pennsylvania	Yes	Yes	Yes	Yes	Yes	Yes
Rhode Island	No	No	No	No	No	No
South Carolina	Yes	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	Yes	Yes	Yes	Yes
Tennessee	No	No	No	No	No	No
Texas	No	No	No	No	No	No
Utah	Yes	Yes	Yes	Yes	Yes	Yes
Vermont	No	No	No	No	No	No
Virginia	Yes	Yes	Yes	Yes	Yes	Yes
Washington	No	No	No	No	No	No
West Virginia	Yes	Yes	Yes	No	No	No
Wisconsin	No	No	No	No	No	No
Wyoming	No	No	No	No	No	No

NOTE: States were asked to respond for the largest major based on enrollment in each secondary job training area. States' answers reflect the policies that were in existence in program year 1986-87. These policies may have been instituted in earlier years.

Table B-11.--States that examined course content in 1986-87 for the largest major in each secondary job training program, by State: 1988

State	Agriculture	Distributive/ marketing	Business education	Trades and industries	Health	Occupational home economics
Alabama	Yes	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes	Yes	Yes
California	Yes	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes	Yes	Yes	Yes	Yes	Yes
Delaware	Yes	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes	No	No
Hawaii	Yes	Yes	Yes	Yes	Yes	Yes
Idaho	Yes	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes	Yes
Indiana	Yes	Yes	Yes	Yes	Yes	Yes
Iowa	Yes	Yes	Yes	Yes	Yes	Yes
Kansas	No	No	No	No	No	No
Kentucky	Yes	Yes	Yes	Yes	Yes	Yes
Louisiana	Yes	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes	Yes
Massachusetts	Yes	Yes	No	Yes	Yes	Yes
Michigan	Yes	No	Yes	Yes	No	No
Minnesota	Yes	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes	Yes
Montana	No	No	No	No	No	No
Nebraska	No	No	No	No	No	No
Nevada	Yes	Yes	Yes	Yes	Yes	Yes
New Hampshire	Yes	Yes	Yes	Yes	Yes	Yes
New Jersey	No	No	No	No	No	No
New Mexico	Yes	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes	Yes
Oregon	Yes	Yes	Yes	Yes	Yes	Yes
Pennsylvania	No	No	No	No	No	No
Rhode Island	Yes	Yes	Yes	Yes	Yes	No
South Carolina	Yes	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Yes	Yes	Yes	Yes
Utah	Yes	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	Yes	Yes
Wisconsin	No	No	No	No	No	No
Wyoming	No	No	No	No	No	No

NOTE: States were asked to respond for the largest major based on enrollment in each secondary job training area. States' answers reflect the policies that were in existence in program year 1986-87. These policies may have been instituted in earlier years.

Table B-12.--States that changed their requirements on minimum hours of instruction between 1982-83 and 1986-87 for the largest major in each secondary job training area, by State: 1988

State	Agriculture	Distributive/ marketing	Business education	Trades and industries	Health	Occupational home economics
Alabama	Same	Same	Same	Same	Same	Same
Alaska	--	--	--	--	--	--
Arizona	Same	Same	Same	Inc.	Same	Same
Arkansas	Same	Same	Same	Same	Same	Same
California	Same	Same	Same	Same	Same	Same
Colorado	Same	Same	Same	Same	Inc.	Same
Connecticut	Same	Same	Same	Same	Same	Same
Delaware	Same	Same	Same	Same	Same	Same
District of Columbia	Same	Same	Same	Same	Inc.	Same
Florida	Inc.	Same	Dec.	Dec.	Same	Same
Georgia	Same	Same	Same	Same	Same	Same
Hawaii	Same	Same	Same	Same	Same	Same
Idaho	Same	Same	Same	Dec.	Same	Same
Illinois	Dec.	Dec.	Dec.	Dec.	Dec.	Dec.
Indiana	Same	Same	Same	Same	Same	Same
Iowa	Same	Same	Same	Same	Same	Same
Kansas	Same	Same	Same	Same	Same	Same
Kentucky	Same	Same	Same	Same	Same	Same
Louisiana	Same	Same	Same	Same	Same	Same
Maine	Same	Same	Same	Same	Same	Same
Maryland	Same	Same	Same	Same	Same	Same
Massachusetts	Same	Same	Same	Same	Same	Same
Michigan	Same	Same	Same	Same	Same	Same
Minnesota	Same	Same	Same	Same	Same	Same
Mississippi	Dec.	Same	Inc.	Inc.	Same	Inc.
Missouri	Same	Same	Same	Same	Same	Same
Montana	Same	Dec.	Same	Same	Same	Same
Nebraska	Same	Same	Same	Same	Same	Same
Nevada	Same	Same	Same	Same	Same	Same
New Hampshire	--	--	--	--	--	--
New Jersey	Same	Same	Same	Same	Same	Same
New Mexico	Same	Same	Same	Same	Same	Same
New York	--	--	--	--	--	--
North Carolina	Same	Same	Same	Same	Same	Same
North Dakota	Dec.	Dec.	Dec.	Dec.	Dec.	Dec.
Ohio	Dec.	Dec.	Dec.	Dec.	Dec.	Dec.
Oklahoma	Same	Same	Same	Same	Same	Same
Oregon	Same	Same	Same	Same	Same	Same
Pennsylvania	Inc.	Inc.	Inc.	Dec.	Inc.	Dec.
Rhode Island	Same	Same	Same	Inc.	Inc.	Same
South Carolina	Same	Same	Same	Same	Same	Same
South Dakota	Inc.	Same	Same	Inc.	Same	Inc.
Tennessee	Same	Same	Same	Same	Same	Same
Texas	Same	Same	Same	Same	Same	Same
Utah	Same	Same	Same	Same	Same	Same
Vermont	Inc.	Inc.	Inc.	Inc.	Inc.	Inc.
Virginia	Same	Same	Same	Same	Same	Same
Washington	Same	Same	Same	Same	Same	Same
West Virginia	Same	Same	Same	Same	Same	Same
Wisconsin	Same	Same	Same	Same	Same	Same
Wyoming	Same	Same	Same	Same	Same	Same

-- Not applicable.

NOTE: States were asked to respond for the largest major based on enrollment in each secondary job training area. The responses allowed were "Increased," "Decreased," or "Remained the same." If States had no requirements in both 1982-83 and 1986-87 (see table B-9), they were coded as "Remained the same."

Table B-13.--States that changed their requirements on minimum sequence of courses between 1982-83 and 1986-87 for the largest major in each secondary job training area, by State: 1988

State	Agriculture	Distributive/ marketing	Business education	Trades and industries	Health	Occupational home economics
Alabama	Same	Same	Same	Same	Same	Same
Alaska	--	--	--	--	--	--
Arizona	Same	Same	Same	Inc.	Same	Same
Arkansas	Inc.	Inc.	Inc.	Inc.	Inc.	Inc.
California	Same	Same	Same	Same	Same	Same
Colorado	Same	Same	Same	Same	Same	Same
Connecticut	Same	Same	Same	Same	Same	Same
Delaware	Same	Same	Same	Same	Same	Same
District of Columbia	Same	Same	Same	Same	Inc.	Same
Florida	Inc.	Same	Dec.	Dec.	Same	Same
Georgia	Same	Same	Same	Same	Same	Same
Hawaii	Same	Same	Same	Same	Same	Same
Idaho	Same	Same	Same	Same	Same	Same
Illinois	Same	Same	Same	Same	Same	Same
Indiana	Same	Same	Same	Same	Same	Same
Iowa	Same	Same	Same	Same	Same	Same
Kansas	Same	Same	Same	Same	Same	Same
Kentucky	Dec.	Dec.	Dec.	Same	Same	Same
Louisiana	Same	Same	Same	Same	Same	Same
Maine	Same	Same	Same	Same	Same	Same
Maryland	Same	Same	Same	Same	Same	Same
Massachusetts	Same	Same	Same	Same	Same	Same
Michigan	Same	Same	Same	Same	Same	Same
Minnesota	Same	Same	Same	Same	Same	Same
Mississippi	Dec.	Same	Inc.	Inc.	Same	Inc.
Missouri	Same	Same	Same	Same	Same	Same
Montana	Same	Dec.	Same	Same	Same	Inc.
Nebraska	Same	Same	Same	Same	Same	Same
Nevada	Same	Same	Same	Same	Same	Same
New Hampshire	--	--	--	--	--	--
New Jersey	Same	Same	Same	Same	Same	Same
New Mexico	Same	Same	Same	Same	Same	Same
New York	--	--	--	--	--	--
North Carolina	Same	Same	Same	Same	Same	Same
North Dakota	Dec.	Dec.	Dec.	Dec.	Dec.	Dec.
Ohio	Same	Same	Same	Same	Same	Same
Oklahoma	Same	Same	Same	Same	Same	Same
Oregon	Same	Same	Same	Same	Same	Same
Pennsylvania	Inc.	Inc.	Inc.	Dec.	Inc.	Dec.
Rhode Island	Same	Same	Same	Same	Same	Same
South Carolina	Same	Same	Same	Same	Same	Same
South Dakota	Inc.	Same	Same	Inc.	Same	Inc.
Tennessee	Same	Same	Same	Same	Same	Same
Texas	Same	Same	Same	Same	Same	Same
Utah	Inc.	Inc.	Inc.	Inc.	Inc.	Inc.
Vermont	Same	Same	Same	Same	Same	Same
Virginia	Dec.	Same	Same	Same	Same	Dec.
Washington	Same	Same	Same	Same	Same	Same
West Virginia	Same	Same	Same	Same	Same	Same
Wisconsin	Same	Same	Same	Same	Same	Same
Wyoming	Same	Same	Same	Same	Same	Same

-- Not applicable.

NOTE: States were asked to respond for the largest major based on enrollment within each secondary job training area. The responses allowed were "Increased," "Decreased," or "Remained the same." If States had no requirements in both 1982-83 and 1986-87 (see table B-10), they were coded as "Remained the same."

Appendix C

FAST RESPONSE SURVEY SYSTEM (FRSS)

CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208-1528

Form Approved
OMB No. 1850-0618
App. Exp. 6/88

STATE SURVEY ON VOCATIONAL EDUCATION

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

1. Using your State's Program Year (PY), what percentage of each category of PY 1986-87 Perkins Act Title II funds (except State administration) was allocated to **postsecondary** education in your State? IIA: Handicapped _____%; Disadvantaged _____%; Adult _____%; Single parents/homemakers _____%; Sex equity _____%; Corrections _____%; IIB: Program improvement _____%.

2. Did your State determine the share of Perkins funds for secondary and postsecondary sectors for PY 1986-87 before allocating funds for the category of Disadvantaged? |__| Yes |__| No.

3. What mechanisms did your State use to allocate its PY 1986-87 Perkins Act funds? Please write an "F" if funds were distributed through **formula**, a "C" if funds were distributed through **competition**, and a "D" if funds were distributed in another **discretionary** manner. Where more than one mechanism was used to distribute funds in a category, please write the letters in an order that shows which mechanism was used to allocate the most funds. (For example, the entry "F,D" would mean a formula was used to distribute the largest amount of funds, followed by State discretion.) For the first allocation method you have listed in each category, please indicate any dollar maximum per year which your rules specify or any year limit on any one continuing project. Write "NA" if you do not allocate funds in a particular Perkins category, or if there is no maximum or limit for a particular category.

Perkins categories	Allocation method(s) F, C, or D	Give dollar maximum or write "NA"	Give maximum # of years or write "NA"
SECONDARY LEVEL			
a. Adults	_____	$_____	_____
b. Single parents/homemakers	_____	$_____	_____
c. Sex equity/sex bias	_____	$_____	_____
d. Corrections	_____	$_____	_____
e. Program improvement (IIB)	_____	$_____	_____
POSTSECONDARY LEVEL			
a. Adults	_____	$_____	_____
b. Single parents/homemakers	_____	$_____	_____
c. Sex equity/sex bias	_____	$_____	_____
d. Corrections	_____	$_____	_____
e. Program improvement (IIB)	_____	$_____	_____

4. How many recipients (districts/postsecondary institutions) in your State are eligible to receive a PY 1986-87 allocation for handicapped and disadvantaged students? Please indicate the number that received grants, the number of those that were unable to spend their full PY 1986-87 allocation, and estimate the percentage of your State allocation that was unspent in each category.

Perkins category:	Total number of eligible recipients	Number that received grants	Number unable to spend full allocation	Percent of total allocation unspent
Handicapped	_____	_____	_____	_____ %
Disadvantaged	_____	_____	_____	_____ %

5. **At the secondary level**, in PY 1986-87 did your State provide separate or additional financial aid to school districts or other vocational districts for vocational education, apart from funds provided to any secondary student? (Check, and fill in, all that apply.)

|__| Yes, additional funding for vocational education is provided on a **per student** basis, through the general State aid formula or other reimbursement. The approximate percentage by which aid to vocational students exceeds aid per comparable secondary student not in vocational education is _____%.

|__| Yes, State funding to meet match provisions of Perkins Act.

|__| Yes, additional funding (other than match for Federal funds) earmarked for vocational education is provided through separate, additional or categorical State aid.

|__| No, there is no additional general State aid for vocational education and no separate or additional support.

6. Which of the following actions did your State perform in PY 1986-87 to control the quality of secondary job training courses or programs? Please answer for the largest major in terms of enrollment in each secondary job training program area below.

Secondary job training program	Set minimum hours of instruction?		Minimum sequence of courses?		Examine course content?	
	Yes	No	Yes	No	Yes	No
Agriculture	|__|	|__|	|__|	|__|	|__|	|__|
Distributive/marketing	|__|	|__|	|__|	|__|	|__|	|__|
Business education	|__|	|__|	|__|	|__|	|__|	|__|
Trades and industries	|__|	|__|	|__|	|__|	|__|	|__|
Health	|__|	|__|	|__|	|__|	|__|	|__|
Occupational home economics	|__|	|__|	|__|	|__|	|__|	|__|

7. How have these requirements changed between 1982-83 and 1986-87 for the largest major? Have they increased, remained the same, or decreased?

Secondary job training program	Minimum hours of instruction			Minimum sequence of courses		
	Increased	Remained the same	Decreased	Increased # of courses	Remained the same	Decreased # of courses
Agriculture	|__|	|__|	|__|	|__|	|__|	|__|
Distributive/marketing	|__|	|__|	|__|	|__|	|__|	|__|
Business education	|__|	|__|	|__|	|__|	|__|	|__|
Trades and industries	|__|	|__|	|__|	|__|	|__|	|__|
Health	|__|	|__|	|__|	|__|	|__|	|__|
Occupational home economics	|__|	|__|	|__|	|__|	|__|	|__|

Person completing form _____ State _____

Title _____ Telephone (_____) _____

CES Form No. 2379-30, 1/88